COLLEGE OF NURSING AND
ALLIED HEALTH SCIENCES • RUSH UNIVERSITY

RUSH-PRESBYTERIAN-ST. LUKE'S
MEDICAL CENTER • CHICAGO

PROGRAMS IN THE HEALTH PROFESSIONS 1974-75

Undergraduate

The Bachelor of Science Degree
in Nursing
in Medical Technology

IN AFFILIATION WITH:
Beloit College • Coe College • Cornell College
Fisk University • Grinnell College
Illinois Institute of Technology
Knox College • Lawrence University
Macalester College • Monmouth College
Ripon College

Graduate

The Master of Science Degree
in Nursing
In Clinical Nutrition

Post - Master's Study
in Geriatric Nursing

The Doctoral Degree
in Nursing (projected)

This bulletin is published for the faculty, students, and prospective students of the College of Nursing and Allied Health Sciences of Rush University. The University reserves the right to make changes in any or all specifications contained herein and to apply such revision to present and new students alike.

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RUSH UNIVERSITY
COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES
CALENDAR FALL 1974 – SUMMER 1975

Fall Quarter 1974

September 25-27	Orientation for New Students
September 27	Registration
September 30	Classes Begin
October 31	Mid-Term
November 28-29	Thanksgiving Holiday
December 6	Last Day of Classes
December 9-13	Reading and Examination Week

Winter Quarter 1975

January 2	Registration
January 2	Classes Begin
February 4	Mid-Term
March 10	Last Day of Classes
March 11-17	Reading and Examination Week

Spring Quarter 1975

March 21	Registration
March 24	Classes Begin
April 26	Mid-Term
May 26	Memorial Day Recess
May 30	Last Day of Classes
June 2-6	Reading and Examination Week
June 10	Commencement

Summer Quarter 1975
(Graduate Students Only)

June 27	Registration
June 30	Classes Begin
July 4	Independence Day Recess
August 1	Mid-Term
September 1	Labor Day Recess
September 5	Last Day of Classes
September 5-12	Reading and Examination Perio[illegible]

GENERAL INFORMATION

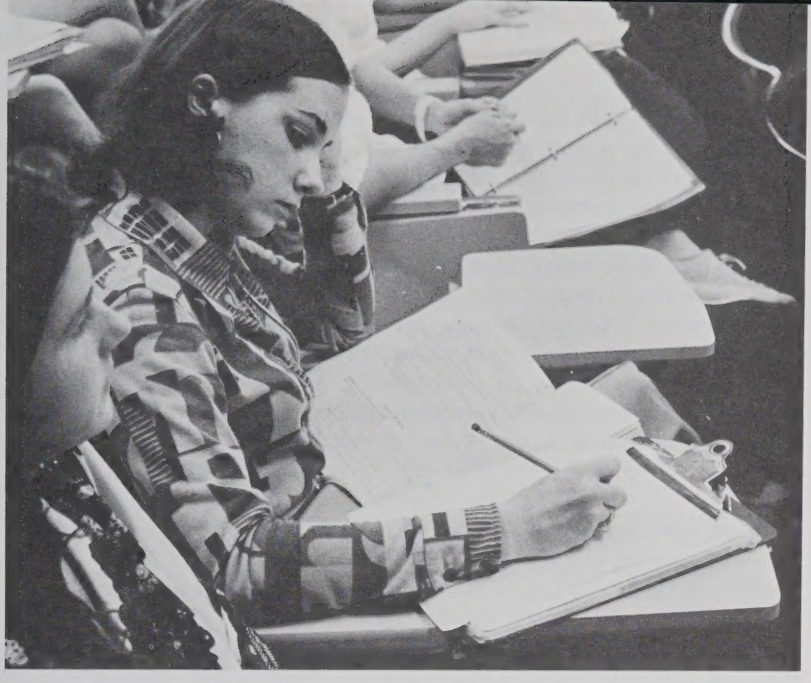
GENERAL INFORMATION

By the 1980's there will be more opportunities in the health professions than in any other field. Knowledge in the medical sciences is multiplying rapidly, and with increased population and longevity, more people require health services than ever before. In order to serve patients effectively, it is estimated that at least five health professionals, in addition to the physician, are needed to deliver care.

Traditional approaches to health care delivery were based on giving care to the seriously ill. But today, only about 12 percent of the population require such care. The rest require either health maintenance or health restoration. Nurses, medical technologists, and clinical nutritionists work together with other health professionals to give care to people who are well and need to be kept well. Together they care for people who are worried about their health and need reassurance and medical assessment; people who are sick and need to be returned to good health; and people who are seriously ill and require ongoing care. And all of these people have families who play an important part in the health of their relatives.

The health professions have always attracted individuals who have a deep concern for others. But concern alone is not enough. A vast range of knowledge and skills is needed as well as sensitivity.

The level of sophistication that is required of nurses and allied health professionals calls for a background beyond a hospital school certificate or an associate's degree. Only a university program can provide the broad academic and experiential base upon which to build a profession, a satisfying career, and the basis for continued study in the health fields.



The College of Nursing and Allied Health Sciences

Established in 1972, the College of Nursing and Allied Health Sciences of Rush University and Rush-Presbyterian-St. Luke's Medical Center admitted its first students in September, 1973.

Antecedents of the College go back almost 90 years. Beginning in 1885, diploma education in nursing was offered by the St. Luke's Hospital Training School for Nurses. In 1903, the Presbyterian Hospital School of Nursing opened, and from 1956 until 1968, nurses were trained at the Presbyterian-St. Luke's Hospital School of Nursing. Before the College of Nursing and Allied Health Sciences was established, a total of 7,221 nurses graduated from these three schools.

From 1959 until 1973, Presbyterian-St. Luke's Hospital sponsored a School of Medical Technology which was the second largest program of its kind in the City of Chicago. During this time, the one-year professional internship program for students completing requirements for the Bachelor of Science degree in Medical Technology certified over 200 students.

Diploma education was discontinued in recognition of the need for collegiate education for nurses and allied health professionals.

Today the College of Nursing and Allied Health Sciences, Rush University offers programs leading to the Bachelor of Science (B.S.) degree, in affiliation with eleven liberal arts colleges and universities, with majors in nursing and medical technology; and the Master of Science (M.S.) degree, with majors in nursing and clinical nutrition. Post-master's study in geriatric nursing is offered and a program leading to the Doctor of Nursing (D.N.) degree is being developed.

In keeping with the belief that quality health care begins with the quality education of the people who deliver that care, the College of Nursing and Allied Health Sciences has initiated the educational network with liberal arts colleges and universities to provide Rush students with a solid foundation in the humanities and in the basic behavioral, biological and physical sciences in a place where these subjects can best be taught. In addition to providing a foundation upon which to build, the College believes, a liberal arts education helps engender a special set of sensibilities and thought processes that are critical to practicing health professionals.

The first two years of the baccalaureate program in nursing and medical technology are taken at an affiliated liberal arts college of the student's choice.

The concepts acquired in the first two years are the basis for the core of advanced courses and clinical experiences at the Rush University campus, Rush-Presbyterian-St. Luke's Medical Center, in the last two years.

Graduate students in nursing and clinical nutrition begin their studies on the Rush University campus and utilize the clinical, academic, and research resources of the Medical Center throughout the program.

Students of the College of Nursing and Allied Health Sciences will not find traditional faculty overseeing their classroom or clinical experiences. Instead, they will have the opportunity and responsibility to learn from liberal arts faculties whose primary responsibility is teaching, basic scientists who apply as well as profess their knowledge, nurse practitioner/teachers who have their own patients, and practicing medical technologists. The faculty of the College of Nursing and Allied Health Sciences is committed to the concept of the health care practitioner as humanist and applied scientist.

Affiliated Colleges

The affiliated colleges are characterized by their own styles, traditions, and programs. Although the pre-health curriculum may vary slightly from campus to campus, each of the colleges is noted for its academic excellence and liberal arts tradition. Each college provides an excellent basis for the professional portion of the undergraduate programs at the Rush campus.

Where students spend the first two years of undergraduate study is up to them. They may choose any one of the eleven affiliated colleges. Each is a port of entry to the baccalaureate programs of the College of Nursing and Allied Health Sciences, Rush University.

We hope that the brief descriptions on the following pages will help students make informed decisions.

BELOIT COLLEGE

BELOIT, WISCONSIN 53511
(608) 365-3391

Enrollment 1973-74
Total: 1752
Men: 845
Women: 907

Calendar
Trimester Plan

Admissions Tests Required
S.A.T., or A.C.T.

Admissions Interview
Encouraged, but not required

Costs 1974-75
Total: $2620 – $4580
Tuition: $1600 – $3420
Room and Board: $1020 – $1160

Learning at Beloit is a personal experience.

Beloit is the kind of place for self-motivated people, who are challenged by problems, and open to new ideas. It's the kind of place for people who find more personal satisfaction in learning itself than in grades alone.

A college rich in the liberal arts tradition and founded two years before Wisconsin became a state, Beloit combines a strong academic emphasis with flexibility and personal concern.

At Beloit, there is one faculty member for every 14 students; and a Faculty Mentor is assigned to each 20 entering underclassmen to facilitate their transition into the college community.

Classes are generally small and taught by highly qualified faculty. About 75 percent of the faculty hold doctoral degrees; 100 percent of the science faculty have attained doctorates. The 112,000-square-foot science facility has its own observatory, laboratories, and equipment available to students who conduct their own research projects.

The 65-acre wooded campus is located in a community of 36,000 surrounded by farmland on the Wisconsin-Illinois border. Beloit is 100 miles from Chicago, 75 miles from Milwaukee and Lake Michigan, and 50 miles from Madison, Wisconsin. Students from 20 foreign countries and almost every state attend classes on the Beloit campus year-round.

COE COLLEGE

CEDAR RAPIDS, IOWA 52402
(319) 364-1511 ext. 321, 322

Enrollment 1973-74
Total: 1162
Men: 615
Women: 462
Part-time: 85

Calendar
4-1-4 Plan

Admissions Tests Required
S.A.T., or A.C.T.

Admissions Interview
Encouraged, but not required

Costs 1974-75
Total: $3600
Tuition and Fees: $2600
Room and Board: $1000

At Coe, the responsibility for a meaningful and personally tailored college experience rests with the student. There are opportunities to design your own educational plan, to spend a single term or an entire academic year studying in one of some 50 foreign and domestic academic programs, to develop a work/service project in a particular field in order to test out career possibilities, or simply to follow an established pattern of selected courses representative of the liberal arts.

An interdepartmental concentration in General Science, developed especially for students interested in health science careers, is offered along with majors in 22 other departmental and interdepartmental areas. The student-faculty ratio at Coe is 13 to 1.

Established in 1851, the Coe College campus is located in Cedar Rapids, Iowa, a city of 135,000 people. Cedar Rapids is the home of a thriving community theater, a sophisticated arts center, and the oldest symphony orchestra west of the Mississippi river.

CORNELL COLLEGE

MT. VERNON, IOWA 52314
(319) 895-8149

Enrollment 1973-74
Total: 975
Men: 533
Women: 442

Calendar
4-1-4 Plan

Admissions Tests Required
S.A.T., or A.C.T.

Admissions Interview
Recommended

Costs 1974-75
Total: $3997
Tuition and Fees: $2977
Room and Board: $1020

Free expression of ideas, the chance to learn in small classes, to know your professors, and to express creative interests and talents, is the kind of atmosphere in which Cornell students live and learn.

Both academic and social experiences at Cornell are intended to prepare students to lead useful lives of integrity and service to their fellow human beings. The Cornell Plan offers four different approaches to undergraduate study. A student may complete traditional study in any of 25 major fields, or may design his or her own degree program in accordance with career plans and objectives in higher education.

Cornell has an excellent teaching faculty in all departments. Each science professor has attained the Ph.D. in his or her field and has prepared many Cornell students for careers in the health care sciences.

The college is located on a beautifully wooded 100 acre hilltop campus 15 miles east of the city of Cedar Rapids, Iowa. Student life is informal. Residency halls are self-governed.

FISK UNIVERSITY

NASHVILLE, TENNESSEE 37203
(615) 329-9111 ext. 276

Enrollment 1973-74
Total: 1569
Men: 600
Women: 969

Calendar
Semester Plan

Admissions Tests Required
S.A.T., or A.C.T.

Admissions Interview
Not Required

Costs 1974-75
Total: $3235
Tuition: $1950
Fees, Room and Board: $1285

Fisk University is located on a 40-acre campus near the downtown area of Nashville, Tennessee. It offers programs leading to the B.A., B.S., and M.A. degrees in 25 major areas of study in the social sciences, natural sciences, mathematics, humanities, physical education and health.

Learning at Fisk is a dynamic, living experience. The university presents numerous socially oriented programs through interdisciplinary approach. At Fisk, Black Studies becomes part of a balanced, intracurricular program.

The traditional excellence of Fisk's programs and its students is evidenced by the fact that in 1930, Fisk became the first Black college to receive full accreditation by the Southern Association of Colleges and Schools. In 1952, the school established a chapter of the Phi Beta Kappa Honor Society. Other national academic societies, as well as major Black national sororities and fraternities, have chapters on the Fisk campus.

For sports enthusiasts, complete outdoor sports and recreation facilities, including athletic fields and tennis courts, are available. A municipal golf course is nearby. Fisk students may participate regularly in intercollegiate sports competition.

GRINNELL COLLEGE

GRINNELL, IOWA 50112
(515) 236-4848

Enrollment 1973-74
Total: 1270
Men: 628
Women: 642

Calendar
Semester Plan

Admissions Tests Required
S.A.T., or A.C.T.

Admissions Interview
Required

Costs 1974-75
Total: $4270
Tuition and Fees: $3260
Room and Board: $1010

Grinnell is a private, co-educational, liberal arts college that enrolls students from all parts of the United States and from many foreign countries. Life on the Grinnell campus is informal and individualistic.

Grinnell stresses an integration of private and public responsibility: the first with its attributes of self-knowledge, intellectual self-reliance and discipline, the second with its qualities of social conscience and concern for public welfare.

Grinnell offers courses of study in the humanities, sciences, social sciences, elementary and secondary education, physical education and other programs. A faculty-student ratio of 1 to 12 permits ample opportunity for independent study, including the Freshman Tutorial Program, guided reading, special projects, and advanced group study.

The 90-acre tree-lined campus has 35 buildings in an unusually pleasant setting. Recreational facilities, including the new Physical Education Complex, are available throughout the school year.

ILLINOIS INSTITUTE OF TECHNOLOGY

CHICAGO, ILLINOIS 60616
(312) 225-9600

Enrollment 1973-74
Total: 2000
Men: 1800
Women: 200

Calendar
Semester Plan

Admissions Tests Required
S.A.T., or A.C.T.

Admissions Interview
Recommended

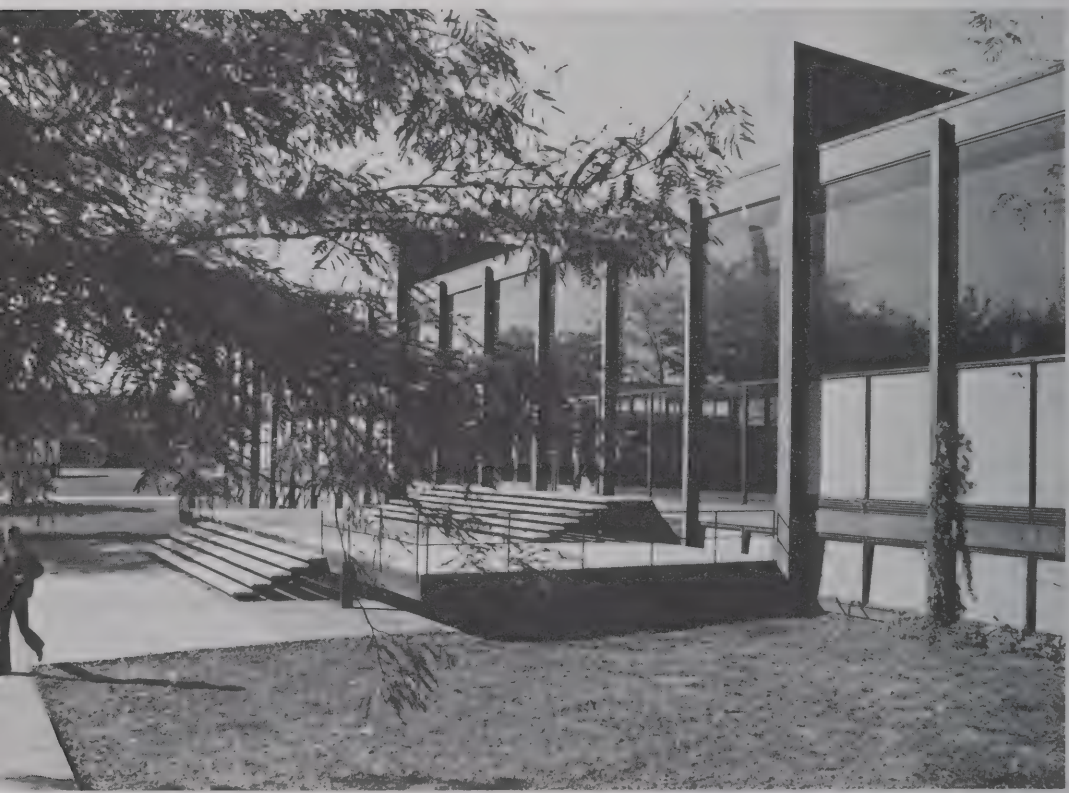
Costs 1974-75
Total: $3650
Tuition: $2400
Room and Board: $1250

Illinois Institute of Technology is a university with special strengths in areas of science and technology. Majors in more than 30 different areas, such as biological sciences, engineering, design, architecture and planning, are offered.

Students are encouraged to undertake interdisciplinary study. Courses offered at IIT's College of Liberal Arts and School of Management provide students with an opportunity to add diversification and depth to their studies.

In the medical areas such as biology, chemistry, mathematics, physics, computer science, bio-medical engineering, medical physics, pre-medical studies and pre-nursing, IIT excells on the undergraduate, graduate and research levels.

IIT welcomes applications from students all over the world who are earnestly interested in doing serious work toward their own quality education, and who exhibit intellectual and personal initiative.



KNOX COLLEGE

GALESBURG, ILLINOIS 61401
(309) 343-0112

Enrollment 1973-74
Total: 1276
Men: 734
Women: 542

Calendar
3-3-3 Plan

Admissions Tests Required
S.A.T., or A.C.T.

Admissions Interview
Recommended

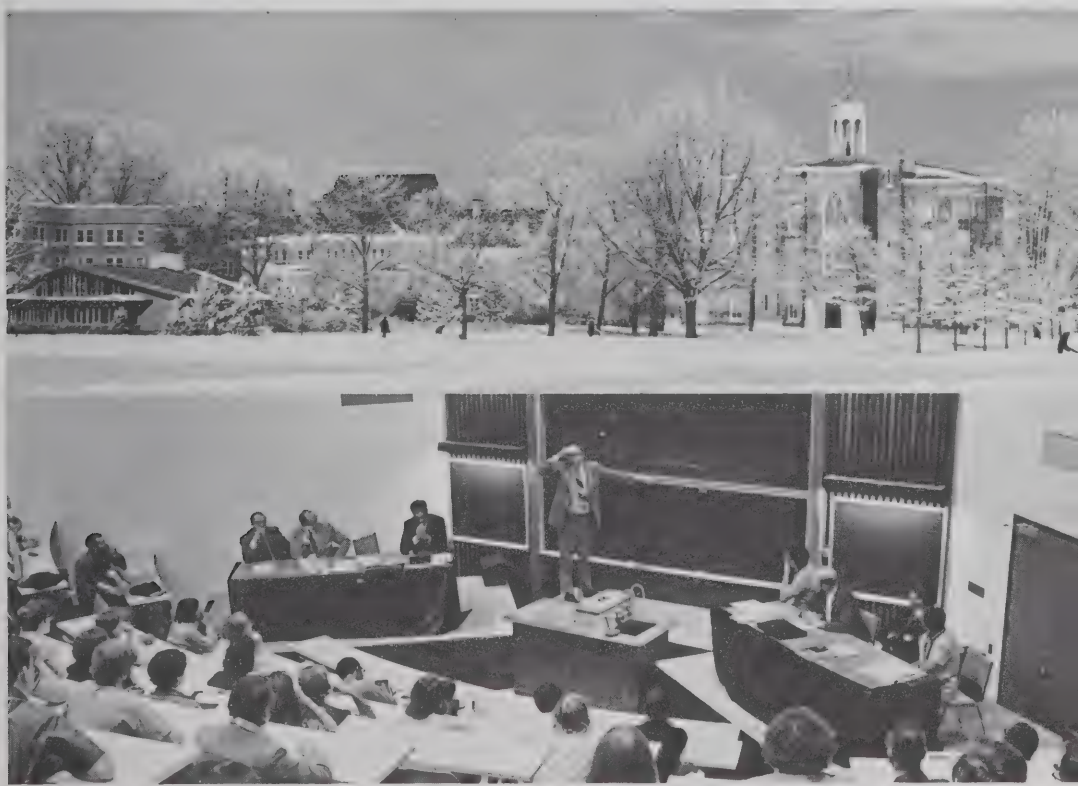
Costs 1974-75
Total: $4275
Tuition and Fees: $3195
Room and Board: $1080

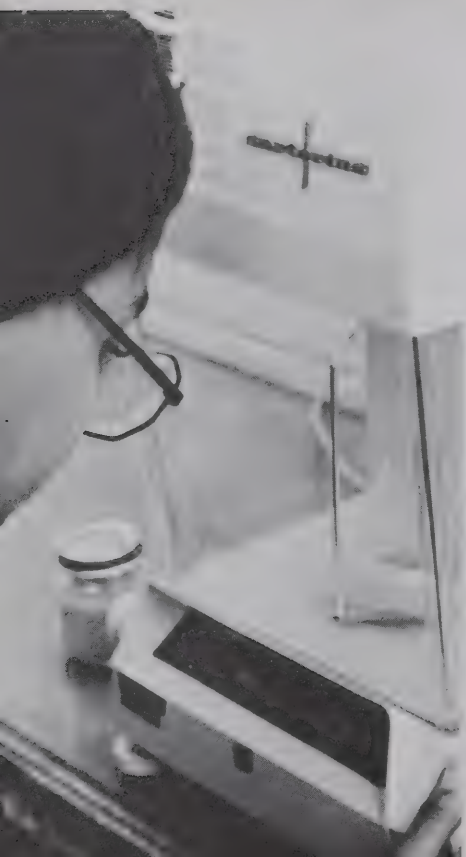
Learning is an enterprise and a responsibility that both students and faculty share at Knox College. Flexibility and diversity characterize the academic life and stimulate growth in knowledge and self-understanding.

Knox occupies a large campus rich in historical tradition, but modern in facilities. Founded in 1837, the college is deeply committed to the needs of students living in today's society. Typical of the institution's progressive spirit is its new $6.3 million Sharvy G. Umbeck Science-Mathematics Center.

It is a policy at Knox that senior professors teach some of the introductory courses, giving new students an early opportunity to study under the top scholars on the faculty. Although most faculty members hold the Ph.D. degree, they serve primarily as teachers and counselors, not hard-to-find researchers.

Students admitted to Knox are scholastically well above average: more than 40 percent of Knox freshmen in 1973-74 ranked in the upper ten percent of their high school graduating classes.





LAWRENCE UNIVERSITY

APPLETON, WISCONSIN 54911
(414) 739-3681 ext. 232

Enrollment 1973-74
Total: 1420
Men: 698
Women: 722

Calendar
3-3-3 Plan

Admissions Tests Required
S.A.T., or A.C.T.

Admissions Interview
Encouraged, but not required

Costs 1974-75
Total: $4140
Tuition: $3021
Room and Board: $1119

Excellence in teaching, scholarship and liberal education are Lawrence University's most valued credentials. Founded in 1847 as Lawrence College, the institution merged in 1964 with Milwaukee-Downer College to become Lawrence University, a liberal arts college and music conservatory.

Lawrence consistently has maintained an unusually low student-faculty ratio, currently 11-1. The average class size is 19, and more than half of the classes have fewer than 15 students. More than 95 percent of the faculty hold Ph.D.'s, or, in the creative arts, the terminal master's degree.

Lawrence is located in the heart of the Fox River Valley, a thriving region of approximately 150,000 persons. Easily accessible by air, bus or car, it is 100 miles from both Milwaukee and Madison and 200 miles from Chicago.

MACALESTER COLLEGE

ST. PAUL, MINNESOTA 55105
(612) 647-6357

Enrollment 1973-74
Total: 1900
Men: 950
Women: 950

Calendar
4-1-4 Plan

Admissions Tests Required
S.A.T., or A.C.T.

Admissions Interview
Recommended

Costs 1974-75
Total: $3720
Tuition: $2600
Room and Board: $1120

Chartered by the Minnesota Legislature March 5, 1874, Macalester enters its second century of social concern and commitment to individualism.

Members of the student body represent a wide range of geographical, economic, ethnic and religious backgrounds, and pursue their individual educational goals through an outstanding curriculum — 23 liberal arts majors, interdisciplinary studies and individually designed programs. The Ph.D. degree is held by 71 percent of the Macalester faculty.

Macalester's 50-acre campus is located in a residential area of St. Paul, midway between downtown Minneapolis and St. Paul itself. Cultural opportunities of the Twin Cities, internships, volunteer community projects and cooperative exchange programs with other colleges and universities supplement the classroom experience. Since 1960, fourteen new buildings have been constructed, including a fine arts center and two science buildings.

MONMOUTH COLLEGE

MONMOUTH, ILLINOIS 61462
(800) 322-8411

Enrollment 1973-74
Total: 900
Men: 553
Women: 347

Calendar
3-3 Plan

Admissions Tests Required
S.A.T., or A.C.T.

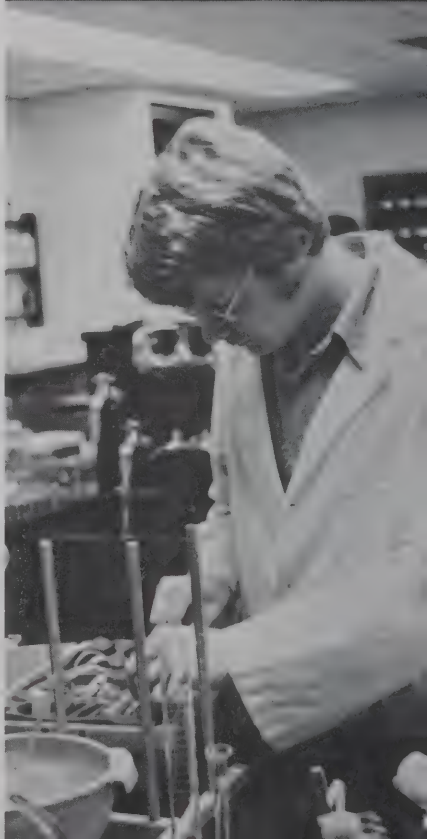
Admissions Interview
Recommended

Costs 1974-75
Total: $3956
Tuition and Fees: $2831
Room and Board: $1125

Monmouth College offers the student a liberal arts curriculum in a humanistic setting. Self-understanding and personal experience are the key factors in a Monmouth liberal arts education. The faculty knows that while Monmouth's traditional reputation for innovative programs and quality science education is important, nevertheless, an emphasis on personal growth and development is critical to your future. Therefore, Monmouth's educational philosophy is geared to help you understand and appreciate yourself and your abilities.

The Monmouth educational community is located 180 miles southwest of Chicago, and 40 minutes from Moline. The college's 900 men and women, including 65 faculty members, come from 32 states and 7 foreign countries to learn with and from each other in an atmosphere of open and friendly cooperation.

Emphasis on individual development and opportunities for self-government and self-determination make Monmouth an ideal setting for launching a mature and satisfying career in any number of areas, including nursing and the allied health sciences.



RIPON COLLEGE

RIPON, WISCONSIN 54971
(414) 748-8102

Enrollment 1973-74
Total: 995
Men: 570
Women: 425

Calendar
Semester Plan

Admissions Tests Required
S.A.T., or A.C.T.

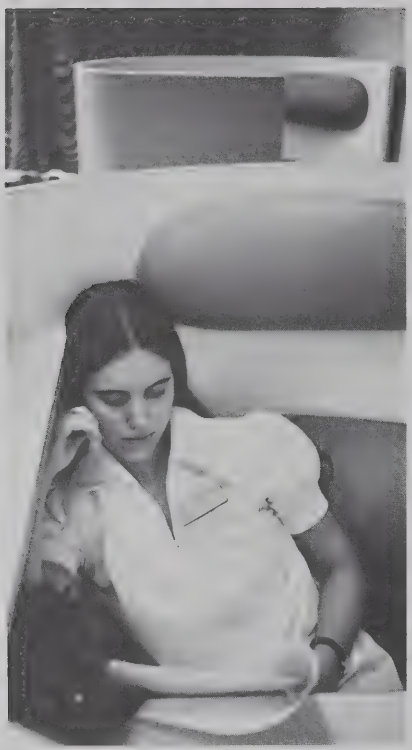
Admissions Interview
Recommended

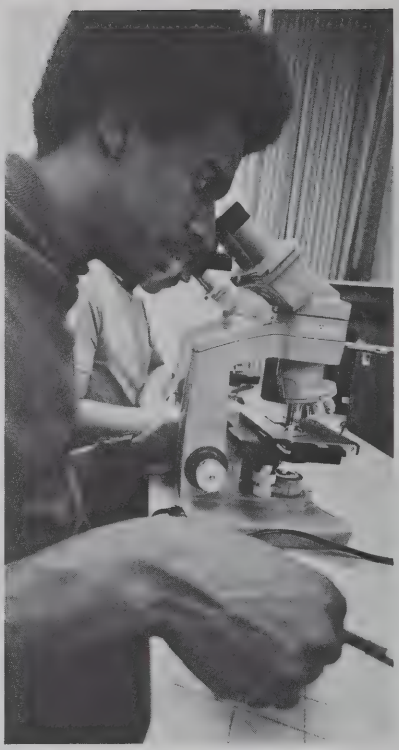
Costs 1974-75
Total: $3905
Tuition and Fees: $2830
Room and Board: $1075

Ripon, a small college of arts and sciences founded in 1851, has maintained an important balance between the old and the new, the traditional and the contemporary. The college has retained the thoroughly tested liberal arts principles of the past while adding many innovations that make an education at Ripon an enjoyable, challenging and rewarding experience.

Ripon has a diverse geographic and socio-economic student body, coming from 45 states and 20 foreign countries. Limited student enrollment is maintained at Ripon in order to preserve the virtues of a small campus and a low student-faculty ratio.

Students have an opportunity to work closely with members of the faculty — of which 70 percent hold the Ph.D. — early in their academic careers. The student-faculty ratio of 12 to 1 enables close contact and exchange between students and faculty. More than 70 percent of the classes have less than 20 students. The intellectual relationships that develop under these conditions are an important facet of a Ripon education.





Rush University

Rush University, encompassing Rush Medical College, the College of Nursing and Allied Health Sciences, and Rush Graduate College, was established in 1972 by the Executive Board and the Trustees of Rush-Presbyterian-St. Luke's Medical Center. Antecedents for the creation of Rush University date from 1837 when Rush Medical College was founded, two days before the City of Chicago.

Rush Graduate College, which will accept its first degree candidates in 1975, will train scholars in basic sciences such as microbiology and biochemistry.

Today, Rush University is a member of, and fully accredited by, the North Central Association of Colleges and Secondary Schools.

Rush University is also:

- authorized to confer degrees by the Superintendent of Public Instruction for the State of Illinois;
- accredited by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges;
- accredited by the National Accrediting Agency for Clinical Laboratory Sciences;
- approved by the Department of Registration and Education of the State of Illinois; and,
- a candidate for accreditation by the National League for Nursing.

The University is approved for the education of veterans and students from other countries.

Rush University is committed to the education of future health care practitioners and to the establishment of a rational system for the delivery of care to all segments of the population. This commitment is a response to several factors: health services have become highly specialized and fragmented without adequate integration of services; health care is inaccessible to large numbers of the population; traditional roles in health care delivery are changing and must change further on a planned and rational basis; support from approximately five nurses and allied health professionals for each physician is recommended; health maintenance and illness prevention must be emphasized as well as acute or episodic care; and education of future practitioners is best achieved in an institution committed to both education and service.

The College of Nursing and Allied Health Sciences is an integral component of the Rush commitment.

Rush-Presbyterian-St. Luke's Medical Center

In 1969, the agreement to merge of Rush Medical College (1837), St. Luke's Hospital (1864), and Presbyterian Hospital (1883) created Rush-Presbyterian-St. Luke's Medical Center.

The Medical Center is the central initiating component of a comprehensive, cooperative health delivery system, serving some 1.5 million people through its own resources and in affiliation with eight community hospitals in northern Illinois.

Facilities in the Rush hospital network will serve as primary and secondary care centers, with a major focus on health maintenance and illness preven-

tion. Rush-Presbyterian-St. Luke's Medical Center will serve as a referral center for tertiary care. The hospital network includes: Bethany Brethren/ Garfield Park Hospital, Central DuPage Hospital, Christ Community Hospital, Community Memorial General Hospital, DeKalb Public Hospital, Galesburg Cottage Hospital, Swedish Covenant Hospital, and West Suburban Hospital.

Rush-Presbyterian-St. Luke's Medical Center is a cooperative educational system which comprises Rush University, Rush Medical College, the College of Nursing and Allied Health Sciences, Rush Graduate College, and eleven affiliated liberal arts colleges and universities.

Rush-Presbyterian-St. Luke's is a complete Medical Center: a private voluntary, not-for-profit general hospital with a medical staff of 450 physicians and a house staff of 250 providing care for the more than 28,000 patients admitted each year to Presbyterian-St. Luke's Hospital using 847 beds, and 42,000 outpatients who make over 122,171 visits per year to 26 clinics and emergency room facilities. All of these activities take place in 16 buildings on the main campus. By autumn, 1976, a new academic facility will be ready for student occupancy.

It is a center for basic and clinical research, for which more than $4.5 million is expended each year to carry out investigations in the traditional disciplines and in multidisciplinary centers.

In all, Rush-Presbyterian-St. Luke's is an organization of more than 5,000 medical and scientific staff, university faculty, students and employees committed to providing the best of care with the highest professional standards and with compassionate attention to the needs of the patient.

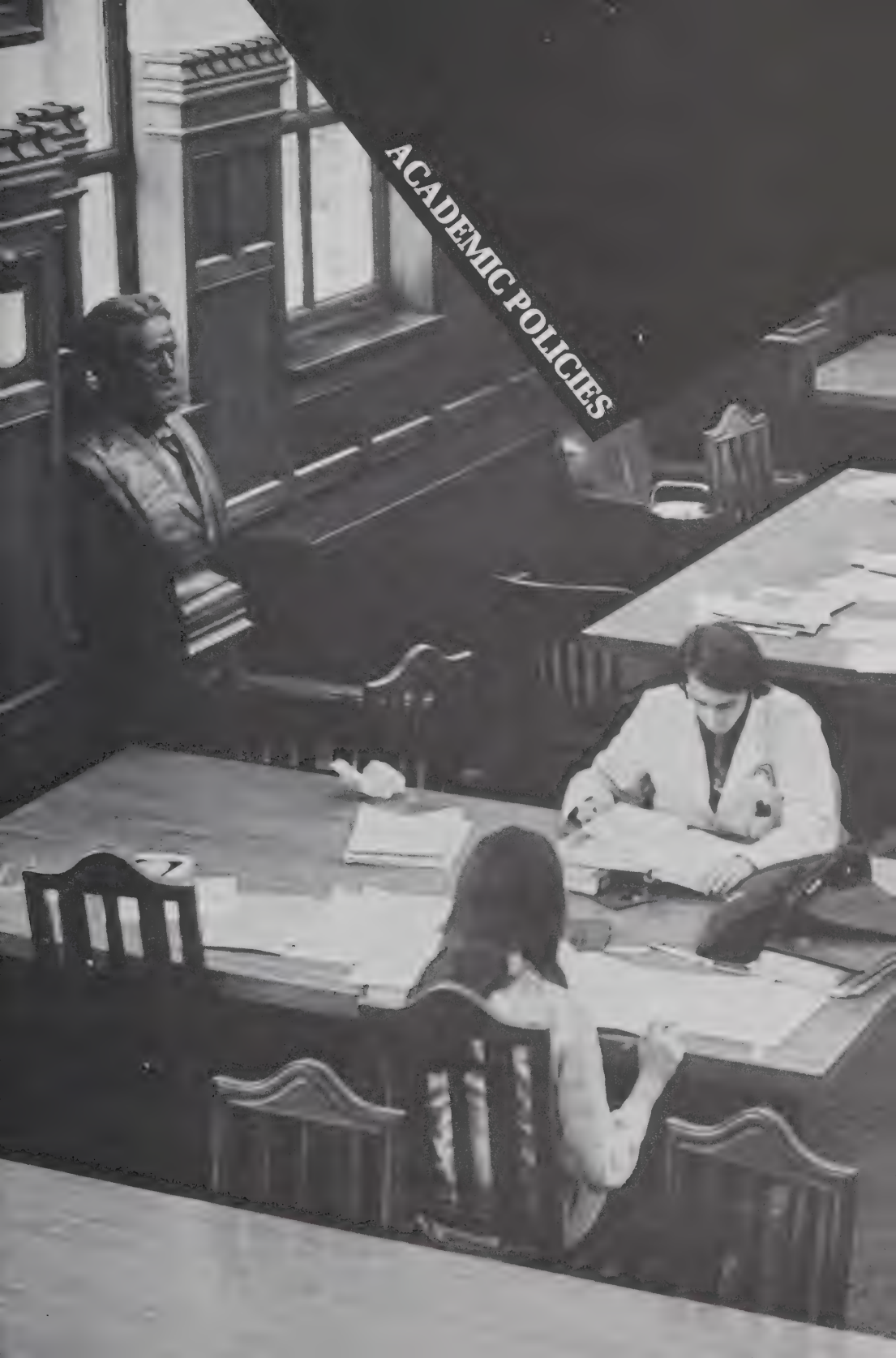
The Philosophy

The philosophy of the College of Nursing and Allied Health Sciences is reflected by curricula designed to help guide students and faculty to conceptualize learning and health care practice in terms of urgent present and future health needs of society. This philosophy embraces the Rush University commitment to freedom of inquiry, excellence in scholarship and service, and innovative leadership in the delivery of health care.

Nursing and other health professions are approached as applied sciences with all of the scientific rigor implied by this concept. The ability to work harmoniously and productively with members of all the various health professions, and to contribute constructively to reform in the provision of health services to society, are integral components of the philosophy of the College.

All of us . . . the College of Nursing and Allied Health Sciences, Rush University, Rush-Presbyterian-St. Luke's Medical Center, and each of the affiliated colleges . . . share a commitment to offer our students the opportunity to achieve both breadth and depth in preparation for their careers in the health professions.

ACADEMIC POLICIES



ACADEMIC POLICIES

Admissions

Admission to Rush University is open to qualified students regardless of sex, race, religion or national origin.

Specific requirements for admission are listed under each major.

Credit Hours

The quarter hour is the unit used by the College of Nursing and Allied Health Sciences for determining credit for courses taken at the Rush University campus. Full-time students will carry a course load of 12 to 16 quarter hours each quarter.

Outstanding students may be allowed to register for additional courses by petitioning the Dean. Written approval is required. Degree candidates must also obtain written permission for less than full-time course work.

Credit hour requirements for the Bachelor of Science degree depend upon the major. The minimum credit hour requirements listed below include credits earned for both the pre-health curriculum and the upper division curriculum.

Program	Minimum Credit Hours Required for Graduation
Nursing	180
Medical Technology	181

Credit hour requirements for the Master of Science degree vary with the major and clinical specialty within the major. Although some programs can be completed in four quarters, others require internships or additional clinical experience. All but nine credits must be earned in residence in the College of Nursing and Allied Health Sciences.

Program	Minimum Credit Hours Required for Graduation
Clinical Nutrition	54
Nursing	
Medical/Surgical Clinical Specialists	55
Psychiatric Clinical Specialists	55
Geriatric Clinical Specialists	67

Classroom and clinical schedules are planned for high intensity learning experiences. Arrangements to make up experiences lost due to illness or personal emergency will be made on an individual basis.

Credit by Examination

Any course may be challenged by a student possessing knowledge or skills in a particular area. Credit for courses earned in this manner will be noted on the academic record, will meet graduation and residency requirements but in most cases will not reduce the time required for graduation. Requests for taking an examination for credit may be initiated in the Office of the Registrar.

Transfer of Credit

Undergraduate courses taken at an accredited college or university which fulfill the pre-health curriculum requirements may be applied toward the baccalaureate degree in nursing or medical technology at Rush. Upper division work done at another institution may be accepted to fulfill elective credits only.

Graduate level courses taken at any recognized institution may be applied to the Master of Science degree at Rush, subject to the approval of the major advisor. Credit in excess of nine quarter hours cannot be applied.

Off-Campus Enrollment

Courses at the Illinois Institute of Technology, Chicago, are taught on contract for Rush University. For upper division students in either baccalaureate program, the grade assigned by the instructor and the appropriate grade points are recorded on the academic record as Rush courses.

Courses taken concurrently at other institutions and acceptable by the appropriate dean may count toward graduation requirements, but will be recorded on the academic record as concurrent enrollment. Grades received and number of credits transferred to Rush will not affect the grade point average at Rush.

Credit for concurrently enrolled course work is considered in lieu of a Rush course for graduate students and will not necessarily replace the allowable nine credits of transfer work.

It is the responsibility of the student to provide proof of successful completion of off-campus courses followed by official transcripts. Proof of successful completion of work at I.I.T. will be provided by the Office of the Registrar at I.I.T.

Part-Time Study

Undergraduate students normally must plan on full-time course work. Graduate students may enroll for courses on a part-time basis. However, all prerequisites for a specific course must be met before being admitted to the course.

All requirements for the master's degree must be completed within three

calendar years of the date of admission. Any special cases may be referred to the program coordinator for action.

Undergraduate Grading System

Students enrolled in the pre-health curriculum at an affiliated school will follow the grading system in use at that particular institution.

Upon enrollment for upper division work at the Rush University campus, only upper division course work will count in the determination of the grade point average.

The following grades are used to report the quality of upper division work:

Grade	Quality	Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimal Passing	1
F	Failure	0
P	Passing	—
N	No Credit	—
I	Incomplete	—
W	Withdrawal	—

A grade of "P" or "N" is given for specified clinical or laboratory skill courses. Credits for courses in which a "P" grade is assigned count for graduation credit but do not count in the determination of the grade point average.

The "I" grade indicates incomplete course work during the regular quarter for reasons acceptable to the instructor. The student must complete the requirements for passing work within one year of initial assignment of the grade. A grade of "I" not changed during this time will be changed to "F" or "N", and the course must be repeated for a passing grade.

A "W" grade will be issued for official withdrawal from a course through the eighth week of the quarter. An unofficial withdrawal after that time will result in an "F" or "N" grade.

The grade point average is determined by dividing the number of grade points earned by the number of quarter hours of credit attempted.

A full-time undergraduate student will be expected to maintain a minimum of 12 earned quarter hours per quarter of registration. If the student's grade point average drops below 2.0 he or she will be placed on probation or, at the discretion of the Progress and Promotion Committee, denied further enrollment.

Students on probation are not permitted to:

1. represent the University on any student organization or committee;
2. hold office in any student organization;
3. receive employment or scholarships from University funds.

Graduate Grading System

Grades used to report the quality of graduate student's work are:

Grade	Explanation	Grade Point
A	Performance at a high level.	4
B	Performance at a level necessary for a graduate degree.	3
C	Performance not consistently at the level needed for a graduate degree. (A student receiving a grade of C in the Nursing Seminar and Practicum must repeat the course.)	2

E	Unsatisfactory performance. Such a course grade cannot be used to fulfill a graduate program requirement; the course must be repeated. Both grades count in computing the grade point average.	0
I	Incomplete work – where the work done was of passing quality but was not completed for reasons acceptable to the instructor. A grade of "I" not changed within three regular quarters is converted automatically to an "E".	–
W	Withdrawal in good standing.	–

Scholastic standards for all graduate programs of the College of Nursing and Allied Health Sciences are determined by the individual department. Further registration may be refused if a student fails to meet these standards or does not receive a passing grade in a course in his or her major department.

Students in all graduate programs must maintain a cumulative 3.0 average in order to remain enrolled in the program. A maximum of two (2) grades of less than "B" are permissible in courses other than the major area of study.

Only grades of A, B, or C may fulfill graduate degree requirements in the major seminars and required core courses. A student who earns a C in a major seminar must make special arrangements with the major advisor to repeat that work. Less than a C in a major seminar will result in denial of further enrollment in that graduate program.

A student whose cumulative GPA falls below 3.0 may enroll for one semester as a probationary student to attempt to raise his or her cumulative GPA. Further enrollment in a graduate program of the College of Nursing and Allied Health Sciences will be denied if the GPA is not raised in that semester.

Special Information for International Students

Rush University welcomes students from other countries. Every effort is made to help the foreign student in adapting to life in the United States.

Since instruction at Rush is in English, proficiency in written and spoken English is required. The Test of English as a Foreign Language (T.O.E.F.L.) must be submitted unless English is the native language. Any evidence in support of the application must have an authorized English translation.

Graduate applicants must successfully complete the College of Nursing and Allied Health Sciences examination to determine skills and knowledge of subject matter.

UNDERGRADUATE STUDIES

UNDERGRADUATE STUDIES

Admissions

Students interested in the undergraduate nursing or medical technology programs are encouraged to submit their application(s) to the affiliated college(s) of their choice soon after the beginning of the senior year in high school. A college preparatory program in high school is the best preparation for enrollment in any of the affiliated colleges. Each college has its own entrance requirements. A student accepted at an affiliated college for the Rush program will move to the Rush University campus upon successful completion of the pre-health curriculum.

Applications may be obtained by writing to the Director of Admissions of the affiliated college(s).

Transfer Students

Rush accepts applications for entrance into the nursing or medical technology programs at the third year level, from graduates in other fields, from registered nurses, and from students who have satisfactorily completed the required pre-health curriculum at an accredited college or university. Applicants must have a grade of "C" or better in all required courses. It is advisable to apply early in the academic year preceding the year of intended matriculation.

Applications for transfer students may be obtained by contacting:

Director of Undergraduate Admissions
College of Nursing and Allied Health Sciences
Rush University
1743 West Harrison Street
Chicago, Illinois 60612
Telephone: (312) 942-5823

A non-refundable application fee of $25.00 must accompany the application.

Requirements for Graduation

The Bachelor of Science degree, with a major in either nursing or medical technology, requires a minimum of 180 hours. This includes at least 90 quarter hours earned as a lower division student at an affiliated school, or before acceptance as a transfer student.

A minimum of 45 quarter hours shall be spent as an upper division student in academic residence at the Rush University campus of the College of Nursing and Allied Health Sciences.

Candidates for the Bachelor of Science degree must earn a cumulative grade point average of 2.0 based on all upper division credits earned at the Rush University campus, with the exception of courses in which a pass grade was earned.

Participation in cap and gown at commencement exercises is expected of all graduates.

After receiving the baccalaureate degree, graduates are eligible to write the Illinois State Board Test Pool Examination for Nursing or the Registry Examination of the American Society of Clinical Pathologists for Medical Technology.

Pre-Health Curriculum

The first two years of the undergraduate programs are devoted to laying the scientific foundation upon which the practice of nursing and medical technology can be built. A major portion of the first year includes courses in the biological, physical and behavioral sciences along with options in the humanities. The second year is utilized to gain increased depth in the sciences as they relate more specifically to the health field, and to enhance personal experience by a broad choice of electives in the humanities.

All pre-health courses (a total of 90 quarter hours) are offered at each of the affiliated colleges. Specific course offerings may vary from campus to campus, but all provide the background necessary for the professional component of the program in the final two years.

Remedial courses taken to fulfill prerequisites for special courses are not necessarily included in the 180 quarter hours needed for graduation.

Pre-Health Curriculum
First and Second Year

Courses	Quarter Hours	Semester Hours
Chemistry, Inorganic	5-6	4
Chemistry, Organic	5-6	4
Human Anatomy and Physiology	10-12	8
Microbiology	5-6	4
Statistics, Introductory	4	3
Behavioral Sciences (Psychology, Sociology, or Anthropology)	18	12
Electives	38-44*	25
Sub Total	90	60

* Candidates for the medical technology program must include Quantitative Analysis (5-6 hours) with an equal reduction of elective hours.

Baccalaureate Program in Nursing

Upon completion of the four-year program leading to the Bachelor of Science degree, the graduate is eligible to write the licensure examination to become a Registered Professional Nurse.

The goals of the program are to prepare the professional nurse with the

knowledge base and intellectual flexibility to provide nursing care in a variety of current and emerging health care delivery systems, and to interact with the individual, the family, the community, and other health professionals.

The development of nursing as an applied science begins with a foundation in the basic liberal arts and sciences which provides the base for the professional nursing curriculum at the Rush University campus. The basic behavioral and biological sciences taken the first two years at an affiliated school are translated into nursing practice in the psychomotor skills lab, classrooms, seminars, and clinical practice and experiences during the last two years.

A team effort, involving basic scientists, nurse-scientists, practitioner/teachers, and the student, guides the application of current nursing knowledge, and utilizes the freshest directions for change and the newest research findings. Throughout the curriculum the student is expected to become more and more self-directed and to concentrate on specific career goals through the selection of academic and clinical electives. Electives in the humanities are an integral part of the curriculum and act as a complement to the scientific and technical competencies required for professional practice.

The lifetime continuum of learning for nursing practice is acknowledged at Rush and enhanced by the availability of self-study resources and advanced studies in clinical nursing and nursing research.

Objectives

The objectives of the undergraduate nursing curriculum are to provide educational experiences which will enable the student to:

- acquire knowledge from the sciences and humanities and to synthesize this knowledge into an integrated body of knowledge;
- develop the ability to translate information from the natural and behavioral sciences and the humanities into nursing care;
- develop proficiency in the use of the scientific method in nursing practice;
- become a general practitioner with a commitment to continuous learning and the improvement of nursing care; and
- acquire a basis upon which to enter graduate study in nursing.

At the Rush University campus, the curriculum designed to meet these objectives includes advanced science courses, psychomotor skills laboratory, and seminar and practicum courses. These courses are integrated so that scientific concepts can be applied to nursing practice in the seminar and practicum courses, and in clinical experiences. Students have 12 to 15 hours of clinical experience weekly.

Each nursing student in academic residence at the Rush University campus will have clinical experience in areas of medical, psychiatric, community, surgical, pediatric, and obstetrical nursing.

Baccalaureate Nursing Curriculum
Third and Fourth Year

		Quarter Hours
THIRD YEAR		
Fall Quarter		
BEHAV 301	Adv. Behavioral Science I	4
NURSG 311	Seminar & Practicum I	8
NURSG 301	Psychomotor Skills Lab I	1
	Elective	2-3
		15-16
Winter Quarter		
PHYSO 311	Physiology	4
NURSG 312	Seminar & Practicum II	8
NURSG 302	Psychomotor Skills Lab II	1
	Elective	2-3
		15-16
Spring Quarter		
PPHYS 401	Pathophysiology	4
NURSG 313	Seminar & Practicum III	8
NURSG 303	Psychomotor Skills Lab III	1
	Elective	2-3
		15-16
FOURTH YEAR		
Fall Quarter		
BEHAV 401	Adv. Behavioral Science II	4
NURSG 411	Seminar & Practicum IV	8
NURSG 401	Psychomotor Skills Lab IV	1
	Clinical or Advanced Science Elective	2-3
		15-16
Winter Quarter		
HCSYS 401	Health Systems	4
NURSG 412	Seminar & Practicum V	8
NURSG 402	Psychomotor Skills Lab V	1
	Clinical or Advanced Science Elective	2-3
		15-16
Spring Quarter		
NURSG 431	Concentrated Clinical Studies	4
NURSG 413	Seminar and Practicum VI	8
NURSG 403	Psychomotor Skills Lab VI	1
	Clinical or Advanced Science Elective	2-3
		15-16
	Sub-Total	90-96
	Pre-Health Curriculum	+90
	Required for Graduation	180-186

Baccalaureate Program in Medical Technology

Following the pre-health curriculum, the third and fourth years are devoted to completing the professional segment of the program leading to the Bachelor of Science degree with a major in medical technology.

The curriculum during the last two years includes didactic and practical experience in various clinical laboratory specialties. Additional courses in the program are complementary to the clinical portion and add to knowledge and capabilities which will be required as a practicing technologist.

Objectives

The objectives of the program in medical technology are to provide educational experiences which will enable the student to:

- acquire knowledge and proficiency in the technical skills required in the medical technology profession;
- develop problem-solving abilities in the application of scientific theory to the clinical practice of medical technology;
- acquire the basic principles of management and teaching to assist in the supervision and education of supportive level laboratory personnel;
- appreciate the importance of continuing education as an avenue of professional growth;
- acquire an understanding of the role of other members of the health care team and an ability to function cooperatively within this team; and
- appreciate and practice professional ethics in providing quality health care to the patient and community.

Baccalaureate Medical Technology Curriculum
Third and Fourth Year

THIRD YEAR			Quarter Hours
Fall Quarter			
MED	301	Hematology I	2
MED	311	Hematology I Lab	3
BIOCH	301	Basic Biochemistry	4
MEDPH	311	Medical Physics I	4
IMMUN	301	Basic Immunology	3
			16
Winter Quarter			
PHYSO	311	Physiology	4
MEDPH	321	Medical Physics II	3
MEDPH	322	Medical Physics II Lab	1
MICRO	311	Diagnostic Bacteriology	3
MICRO	321	Diagnostic Bacteriology Lab	2
IMMUN	402	Clinical Immunology	3
			16

Baccalaureate Medical Technology Curriculum (continued)

Spring Quarter

PPHYS	401	Pathophysiology	4
BIOCH	401	Clinical Chemistry I	3
BIOCH	411	Clinical Chemistry I Lab	2
IMMUN	412	Clinical Immunology Lab	2
		Elective	3
			14

FOURTH YEAR

Fall Quarter

BIOCH	421	Clinical Chemistry II	3
BIOCH	431	Clinical Chemistry II Lab	2
MEDTK	431	Practicum in Medical Technology I	5
MED	401	Urinalysis	2
		Elective	3
			15

Winter Quarter

MED	425	Hematology II	4
MED	435	Hematology II Lab	2
BEHAV	381	Research Methodology	2
HCADM	301	Health Care Management	3
MEDTK	432	Practicum in Medical Technology II	5
			16

Spring Quarter

MICRO	411	Special Microbiology Lec	3
MICRO	421	Special Microbiology Lab	2
HCEDU	451	Perspectives in Clinical Teaching	3
MEDTK	441	Seminar in Medical Technology	2
MEDTK	433	Practicum in Medical Technology III	5
			15

Sub-Total	91
Pre-health Curriculum	+90
Required for Graduation	181

GRADUATE STUDIES IN NURSING

GRADUATE STUDIES IN NURSING

Admissions

The graduate program in nursing recognizes three categories of students:

1. regular students who have been accepted for admission to the master's degree program;
2. special students who have not been accepted to the degree program but have permission to enroll in specific courses for academic credit (there is a limit of six credits in this category);
3. auditors who have obtained permission to attend a course but are not seeking academic credit (no academic grade is reported).

Admission to the program leading to the Master of Science degree presupposes that the applicant has, or will have within one year, a baccalaureate degree in nursing from an approved program and a "B" average, or a 3.0 grade point average on a scale of 4.0.

Letters of recommendation as well as scores from the General Aptitude Test of the Graduate Record Examination and a personal interview are used in evaluating each applicant.

Persons seeking admission who are licensed in at least one state as professional nurses and have completed a baccalaureate degree in a field other than nursing must fulfill all requirements as well as take proficiency examinations in nursing prepared by the College of Nursing and Allied Health Sciences faculty. These tests assist the faculty in evaluating nursing preparation.

An applicant who receives unacceptable scores on the proficiency examination but meets all other admission requirements may enroll as a special student for independent study in the area(s) identified. Successful completion of this independent study makes the applicant eligible for admission as a regular student. No credit toward a degree is earned through the aforementioned independent study.

An applicant not meeting regular admissions requirements may, upon the discretion of the Graduate Admissions Committee, be offered enrollment as a special student.

An application and recommendation forms may be received by writing:

Graduate Nursing Admissions
College of Nursing and Allied Health Sciences
Rush University
1743 West Harrison Street
Chicago, Illinois 60612

At least four weeks prior to the beginning of the term the following must be on file before action can be taken on any admission application: the

completed application, three personal recommendations, official transcripts of all graduate and undergraduate work and results of the Graduate Record Exam. Arrangements must be made for an interview with the coordinator of the appropriate field of study.

Auditors must file an application, receive permission to enroll for audit and receive permission of the instructor of the course through the Office of the Registrar before attending class.

Master's Program in Nursing

Building on the philosophy of the undergraduate curriculum, both the master's and the proposed doctoral programs center on nursing as an applied science which considers the life cycle of man and the systems interacting in the environment of man.

The first level of graduate study is clinical specialization at the master's degree level. Successful completion of the requirements for the Master of Science degree in nursing indicates the student's qualification for practice as a clinical specialist. This course of study also provides the basis for continued graduate study in the doctoral program.

Curriculum

The Master of Science degree with a major in nursing requires completion of a minimum of one calendar year or 55 quarter hours of credit, exclusive of prerequisites and deficiencies. Each student is assigned an advisor who helps plan the program of study.

Core content (required course work) of the curriculum encompasses concepts of health care delivery, behavioral sciences, biological sciences, and clinical investigation. Seminar-practicum courses provide individual and group focus on the student's area of clinical specialization. In the practicum, the student may choose both the practice area (psychiatric, medical, surgical, or geriatric) and setting (community, or acute or chronic care centers). Faculty preceptors in the student's area of specialization are constantly available. Students specializing in medical nursing may also choose the sub-specialty of oncology, which will be studied in depth in both theory and practicum course work.

Electives may be taken in any subject offered at the Rush University campus of the College of Nursing and Allied Health Sciences, or an affiliated school. Elective credits may be earned in a nursing specialty other than the student's major area.

Master's Degree Program
Medical/Surgical or Psychiatric Nursing Curriculum

Fall Quarter			Quarter Hours
BEHAV	501	Behavioral Dynamics	4
PHYSO	451	Physiology*	4
		Elective	4
			12
Winter Quarter			
NURSG	583	Clinical Investigation I	2
HCSYS	521	Systems of Health Care I	2
NUM/S	511	Seminar and Practicum I	
		or	7
NUPSY	511	Seminar and Practicum I	
		Elective**	4
			15
Spring Quarter			
HCSYS	522	Systems of Health Care II	2
NURSG	584	Clinical Investigation II	2
NUM/S	512	Seminar and Practicum II	
		or	7
NUPSY	512	Seminar and Practicum II	
		Elective	4
			15
Summer Quarter			
NURSG	591	Independent Clinical Study	9
		Elective	4
			13
		Total	55

* Options for this course include Neurobiology or Physiological Psychology for Psychiatric students only.

** Medical/Surgical students and Oncology Students take Physiology II.

Master's Degree Program
Geriatric Nursing Curriculum

Fall Quarter			Quarter Hours
BEHAV	501	Behavioral Dynamics	4
PHYSO	451	Physiology I	4
		Electives	4
			12

Winter Quarter

NURSG	583	Clinical Investigation I	2
HCSYS	521	Systems of Health Care I	2
NUM/S	511	Seminar and Practicum I	
		or	7
NUPSY	511	Seminar and Practicum I	
PHYSO	452	Physiology II	4
			15

Spring Quarter

HCSYS	522	Systems of Health Care II	2
NURSG	584	Clinical Investigation II	2
NUGER	511	Seminar and Practicum	7
NURSG	544	Clinical Assessment for Nursing Practice	4
			15

Summer Quarter

NUGER	591	Independent Clinical Study	9
		Elective	4
			13

Fall Quarter

NUGER	521	Internship (Gerontological/Geriatric Nursing Practice)	12

Total 67

Post-Master's Study In Geriatric Nursing

Recognizing the need for clinical specialists in geriatric nursing, Rush has introduced a post-master's program for clinical specialists in other areas who now wish to concentrate on the complex requirements of giving care to geriatric patients. This post-master's certificate program coincides in several areas with course offerings in the M.S. program in Geriatric Nursing, including a one quarter internship. Entrance to this program is in the Spring Quarter only.
Prerequisite: M.S. degree in another clinical specialty

Post-Master's Curriculum
Geriatric Nursing

		Quarter Hours
Spring Quarter		
NUGER 511	Seminar and Practicum	7
	Elective	4
		11
Summer Quarter		
NUGER 591	Independent Clinical Study	9
	Elective	4
		13
Fall Quarter		
NUGER 521	Gerontological Internship	12
	Total	36

Doctoral Study

In July, 1974, the Executive Board of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools voted to accredit Rush University at the doctoral degree level. The action of the Commission was based on the site visit evaluation report and discussions held before the Commission at meetings in Chicago.

The program leading to the Doctor of Nursing degree (D.N.) is in its initial organizational phase and will be implemented by the faculty of the College of Nursing and Allied Health Sciences. The doctoral degree will be awarded by Rush University in recognition of a high level of expertise in the area of clinical specialization, and in recognition of an original research contribution to knowledge in the area.

A new grant of $100,000 from the Chicago Community Trust will enable the Center for Clinical Research in Nursing to begin its programs as the basis for the scientific components in the new graduate degree.

Students in doctoral study will be expected to provide leadership in the improvement of nursing care and nursing education.

GRADUATE PROGRAM IN CLINICAL NUTRITION

GRADUATE PROGRAM IN CLINICAL NUTRITION

Effective patient management and care occurs only when the interaction among the various health care providers is focused on the patient. As one of these providers, the dietitian should have a broad base of knowledge from which to deliver care to patients and relate to other health care professionals.

There is an increased need for dietitians who are capable of interacting with other professionals regarding nutritional management of the patient in the clinical or community setting. In addition, there is a need for nutrition educators with a broad background who are capable of educating other dietitians.

The purpose of the graduate program in clinical nutrition at the College of Nursing and Allied Health Sciences, Rush University, is to educate nutritionists who with knowledge of clinical medicine, an expertise and confidence in health team interaction, and skill in the communicative and educative processes, can function as nutrition educators and consultants to health professionals in the medical center and community settings.

Admissions

Applicants to the graduate program in clinical nutrition should have:

- completed a baccalaureate degree from an accredited college in one of the fields of foods and nutrition, dietetics, biochemistry, biology or nursing with completion of the following courses:

	Quarter Hours	Semester Hours
Chemistry, Inorganic	10-12	8
Chemistry, Organic and/or Biochemistry	10-12	8
Human Anatomy and/or Physiology	10-12	8
Microbiology	5-6	4
Statistics, Introductory	4	3
Human Nutrition in Health and Disease	10-12	8
Diet Therapy	5-6	4
Behavioral Sciences (psychology, anthropology, sociology)	16-18	12
Economics	5-6	4

- completed application, with $25 application fee;
- one official transcript from each college, university, and professional school attended;
- three letters of recommendation;
- scores from the General Aptitute Test of the Graduate Record Examination on file before the first term is completed;
- a physical examination.

Currently registered dietitian status is preferred but not necessary.

Objectives

Upon completion of the M.S. program in Clinical Nutrition the graduate should be able to:

- interpret biochemical, clinical, and dietary information to determine the nutritional status of the patient;
- advise and recommend to the physician a feasible nutritional management program for the patient;
- function as a consultant to the entire health team – physicians, hospital and community nurses, physical therapists, social workers and others regarding the nutritional care of the patient;
- function as a nutrition educator and coordinator of education in nutrition for health team professionals as well as students of health professions such as medical, nursing, dietetic, nurse associate and allied health students;
- function as an effective nutrition educator for patients and laymen;
- function as a resource for nutritional information and guidance needed by the health care team in the hospital and in the community; and
- state ways to effectively expand the role of the dietitian to include not only functions as a technician but also those of a consultant to the physician in planning for effective nutritional management, and education of the patient and his family with long-term management in mind.

Master's Degree Program
Clinical Nutrition Curriculum

Fall			Quarter Hours
BEHAV	501	Behavioral Dynamics	4
BIOCH	451	Biochemistry I	4
		Elective	4
			12
Winter			
BIOCH	452	Biochemistry II	4
PHYSO	511	Nutritional Physiology	3
NURSG	583	Clinical Investigation I	2
HCSYS	521	Systems of Health Care I	2
NUTRI	501	Nutritional Interrelationships I	3
NUTRI	511	Seminar and Practicum I	2
			16
Spring			
NURSG	584	Clinical Investigation II	2
HCSYS	522	Systems of Health Care II	2
NUTRI	502	Nutritional Interrelationships II	3
NUTRI	512	Seminar and Practicum II	7
			14
Summer			
NUTRI	513	Seminar and Practicum III	7
NUTRI	591	Independent Clinical Study	2
		Elective	3
			12
		Total	54

FINANCIAL AFFAIRS

FINANCIAL AFFAIRS

Expenses

Expenses listed in this section apply to the third and fourth years of the undergraduate programs, and all graduate programs. Expenses for the first two years of undergraduate work will depend upon tuition, fees, room, board and other expenses at the affiliated college attended.

Tuition

Full-time students – 12 to 16 credits – $860/qtr. – $2580/year.

Part-time students – 1 to 11 credits – $75 per credit.

Membership in the ANCHOR Health Maintenance Organization is included in tuition.

Activity Fee

A student-governed activity fee of $10 each quarter is assessed all students in the College.

Books

Books and supplies average between $50 – $75 each quarter.

Room and Meals

Since students in academic residence at the Rush University campus may live in a variety of settings, expenses will vary. Expenses for those living in residence halls at Illinois Institute of Technology range from $1250 for a double room not air-conditioned, to $1440 for an air-conditioned single room. Meals are included in the single fee.

Personal Expenses

Personal expenses may typically include transportation, clothes, and entertainment.

Commuting students should plan on about one dollar per day for public transportation or parking in the Medical Center garage.

Typical yearly expenses for an unmarried student would be:

Tuition	$2580
Activity Fee	30
Room and Meals	1290
Books and Uniforms	250
Personal Expenses	650
Total	$4800

Deferred Tuition Payments

Tuition is due and payable in full at the time of Registration or prior to the first day of classes. Students making deferred payments may do so only by special arrangement with the Office of Student Financial Affairs and are required to pay a deferred payment fee of $15.00 each quarter deferred payments are made.

Enrollment Deposit

A fifty dollar ($50) enrollment deposit is required by all students accepted for entrance in the fall prior to entrance. This assures a place in the entering class. This deposit is non-refundable and applies toward payment of the first quarter tuition.

Refunds

Official withdrawal from a course, or from school, entitles a student to a refund of tuition according to the schedule listed below.

Withdrawal during the first calendar week in which classes meet — 100% refund.

Second week — 80% refund
Third week — 60% refund
Fourth week — 40% refund
Fifth week — 20% refund
After fifth week — no refund

All other fees charged are non-refundable.

Financial Aid

Policies governing financial aid for undergraduate students in the pre-health curriculum at an affiliated school are determined by the affiliated college attended. A variety of financial aids are available to students at affiliated campuses.

The Director of Student Financial Affairs of Rush University helps students enrolled at the Rush University campus who require financial assistance by a combination of scholarships, grants, loans and College work-study programs. Financial aid is awarded on the basis of need as assessed by analysis of each student's financial requirements by the College Scholarship Service (CSS) for undergraduates or Graduate and Professional School Financial Aid Service (GAPSFAS) for graduate students, both of Princeton, New Jersey, and the Director of Student Financial Affairs.

All students requesting aid from Rush and/or requesting the Director of Student Financial Affairs to certify expenses to outside agencies must submit a financial statement form to CSS or GAPSFAS. The form may be obtained from most college financial aid offices and should be submitted no later than June 1. The code number for College of Nursing and Allied

Health Sciences, 3262 for undergraduate students and 3263 for graduate students, must be included on the application.

The following criteria must be fulfilled in order to be considered for classification as an independent or emancipated, self-supporting student: the student must submit a notarized statement that he or she has not been claimed as a dependent for income tax purposes by anyone, except a spouse, for the prior tax year, will not be for the year in which aid is sought, and has not lived with a parent or guardian during the academic year preceding the year for which aid is sought.

Illinois State Scholarship Program

Awards are made by the Illinois State Scholarship Commission to students who have been selected as State Scholars on the basis of academic achievement and financial need. Only students who have not completed the requisite academic hours for a baccalaureate degree are eligible. Applications may be obtained from the Director of Financial Affairs at any college located in Illinois or from:

The Illinois State Scholarship Commission
Box 607
Deerfield, Illinois 60015

Illinois Guaranteed Loan Program

The Illinois Guaranteed Loan Program guarantees student loans made by commercial lenders. The Federal government will pay the interest on the loans if the University certifies the need for the loan. Students should apply directly to a lending institution. Applications may be obtained from the Office of Financial Affairs at any Illinois college, and most commercial banks.

Health Professional Loan and Scholarship Programs

Federal funds for scholarships and loans are awarded by the Director of Financial Affairs on the basis of need. An institutional contribution is added to the federal capital contribution for the loan funds.

Florence D. Hagenah Fund

The Florence D. Hagenah Fund was established in memory of Florence D. Hagenah by a gift from her husband, William J. Hagenah. A prominent lawyer, Mr. Hagenah was a Trustee of Rush Medical College for thirty years before becoming a Life Trustee of Rush-Presbyterian-St. Luke's Medical Center in 1969. The fund will be used as a nursing scholarship endowment, and will provide an annual award to a deserving and worthy student in the College of Nursing. The selection of the student will be based on character, scholastic attainment and promise of future achievement in a professional nursing career.

Alumni Association Student Scholarship

The Rush-Presbyterian-St. Luke's Nurses Alumni Association annually awards a scholarship to a selected junior student in the College of Nursing.

Other Scholarships

Nursing scholarships are available through many community agencies. Applicants are encouraged to seek these sources of financial help.

Scholarships available for Medical Technology Students

Illinois Medical Technology Association (IMTA) scholarship of $300 is awarded yearly to a medical technology student in either his sophomore, junior or senior year of college work. The scholarship is awarded to the student on the basis of character, financial need, academic aptitude, and vocational promise by a selection committee of IMTA.

The Fisher Scientific Company scholarship of $2000 will be paid in equal installments for each of the terms of the junior and senior years. To be eligible, the student must be a permanent resident of the United States, in need of financial assistance, have completed the first term of the sophomore year, and sign a statement of intent to earn a baccalaureate degree in medical technology.

SCHWEPPE
SPRAGUE
HALL

RUSH UNIVERSITY CAMPUS AND STUDENT LIFE

RUSH UNIVERSITY CAMPUS AND STUDENT LIFE

The Campus

The Rush University campus is located at Rush-Presbyterian-St. Luke's Medical Center on Chicago's near west side. In the 16-building complex are patient pavilions, an outpatient mental health facility, research buildings, a professional office building, apartment buildings and the Lawrence Armour Day School for children of area residents, employees and students.

The College of Nursing and Allied Health Sciences is located on campus in Schweppe-Sprague Hall. The building houses new laboratories for basic and clinical sciences, lecture rooms, classrooms, and student lounges. Rush University administrative offices and the bookstore are on the first floor.

Directly across the street are Presbyterian-St. Luke's Hospital, an 847-bed, 87-bassinet voluntary general hospital; the Health Center, serving ambulatory patients from the surrounding community; Medical Center research facilities; and the Rush Medical College Library. By autumn, 1976, a new academic facility for Rush University, including a new 100,000-volume library, will be completed.

The Rush Medical College Library, the oldest medical library in the City of Chicago, is currently located in the Rawson Building and is administered by a staff of professional medical librarians. It acquires and organizes

collections of literature in the health sciences, searches for requested information, borrows documents from other libraries, and processes MEDLARS and MEDLINE requests for patrons.

The library has approximately 62,000 volumes, and subscribes to 750 periodical titles. Current monographs and reference books are acquired at the rate of over 2,000 annually. The library also has an outstanding collection of rare medical books that is open 78 hours a week for research and study. The library is a member of the Midwest Regional Medical Library, a network of regional medical libraries operating under the auspices of the National Library of Medicine.

Illinois Institute of Technology libraries are also available to Rush students.

Classes in advanced behavioral, biological and clinical sciences are taught in Schweppe-Sprague Hall, in various patient care areas of the Hospital and the Health Center, and in the community, by faculty who are practitioners as well as teachers.

In clinical settings, nursing students are required to wear white uniforms, style of their choice. During the time students are in a clinical setting of community health nursing, all students wear a blue uniform in which the student will easily be identified to the public as a community health nurse. Regulations regarding these uniforms may be obtained from the faculty of community health nursing. Medical technology students wear white laboratory coats.

Housing and Transportation

An agreement between the College and Illinois Institute of Technology has been made so that Rush students may apply to live in residence halls on that campus.

The residence halls for both male and female students provide central dining rooms, lounges, study rooms, laundry, and storage facilities. Apartments, ranging from efficiency to three bedrooms, are available for married students and graduate women students.

This arrangement will provide students an opportunity to participate in the cultural and social activities at IIT. Transportation for students commuting between the IIT campus and the Rush University campus is provided on a limited basis.

Off-campus housing of the student's choice is available in Chicago and suburbs. Limited housing is available at the Rush campus. Students are encouraged to make housing inquiries early.

Public transportation to and from the Rush campus is excellent. The "Congress A" train, from downtown Chicago and western suburbs such as Oak Park, stops two and one-half blocks northwest of the campus at the "Medical Center" stop. The "Douglas B" train, from downtown, stops at "Polk Street," two and one-half blocks southeast of campus. Chicago Transit Authority buses also stop at the campus.

Students who commute by automobile may park at the Medical Center garage at a modest daily fee. Free parking is available at the Illinois Institute of Technology campus.

Health Services and Counseling

Health Services are administered by ANCHOR, a health maintenance organization (HMO). Oriented toward illness prevention, it provides ambulatory care designed to reduce hospital utilization. The prepaid plan combines medical service by a group of attending physicians with Blue Cross hospitalization insurance. Services include outpatient diagnostic and laboratory tests, physician examination, short-term physical therapy, psychiatric care, and prenatal and postnatal care.

All students are enrolled in ANCHOR. Their spouses and children may also be enrolled at an additional fee.

A professional counselor is available to assist the student in education and vocational planning, emotional and social adjustment, finance, marriage and family, reading and study, or in any other area in which greater self-understanding is sought.

Social and Cultural Activities

With over 500 students currently on the Rush University campus, there are a variety of social opportunities. Spontaneous gatherings, student-organized activities, and events coordinated by the Student Affairs office occur regularly.

Chicago's Loop area with its many opportunities in art, music, drama, films, and museums is located approxmiately 2 miles from campus. It is easily reached by car or by public transportation.

Outstanding attractions in Chicago include the Chicago Symphony Orchestra, the Lyric Opera, the Art Institute, the Museum of Science and Industry, the Field Museum of Natural History, the Shedd Aquarium, and the Alder Planetarium.

Rush students at Illinois Institute of Technology may join social groups such as sororities and fraternities if they so desire. Some of these groups have their own residences.

Lake Michigan provides an ideal site for a variety of activities such as boating, fishing, bicycling along the lakeshore path, and sunning. During the winter months, ice skating and cross-country ski enthusiasts have access to Chicago's expansive parks.

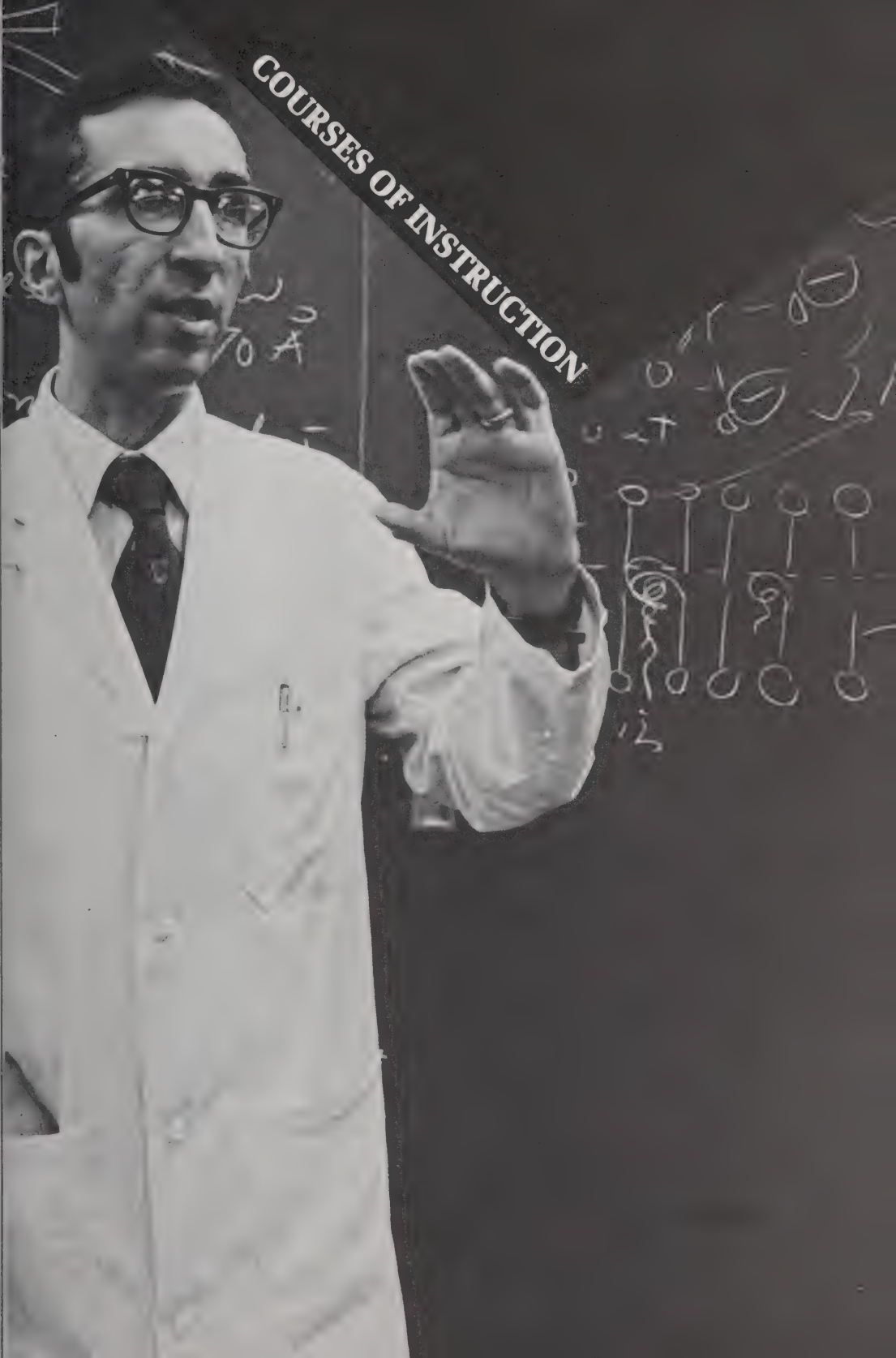
A wide variety of physical education facilities available at IIT are open to Rush students. Additionally, full-time students may purchase a recreation pass for use of physical education facilities at the University of Illinois Chicago Circle Campus. The $15.00 per quarter pass provides access to bowling lanes, billiard tables, table tennis, swimming pool, handball courts, and weight and exercise rooms. Arrangements for a pass are made in the Student Affairs Office.

Nursing Alumni Association

The Rush-Presbyterian-St. Luke's Nurses Alumni Association is an active organization with the following goals: a) to unite the graduates of Rush University, Presbyterian-St. Luke's Hospital School of Nursing, School of Nursing of the Presbyterian Hospital, and St. Luke's Hospital School of Nursing, for mutual assistance, protection and preservation of fellowship; b) to promote the professional and educational advancement of nursing; c) to support the interests of the Rush University College of Nursing.

Over two thousand graduates of the previous schools of nursing are active members of the Alumni Association. An annual Homecoming is held each April when graduates return to tour the facilities and to learn what is happening in the Medical Center. From 1888 through 1968 there were 7,221 graduates from the diploma programs offered by the institution, many of whom have served with distinction around the world.

Many Alumni are giving financial support to the College of Nursing through the Golden Lamp Society which provides for gifts to the College.


COURSES OF INSTRUCTION

COURSES OF INSTRUCTION

Courses listed and described in this section are Rush University courses offered to students of the College of Nursing and Allied Health Sciences for the 1974-75 academic year, and do not represent a complete catalog of Rush University courses.

Course Abbreviations

All Rush University courses are listed alphabetically according to the *discipline* to which the course content is most closely related. These disciplines do not necessarily reflect a *department* in the University or in the Medical Center.

The following list of disciplines and their abbreviations represents course offerings of Rush University. Disciplines representing courses listed in this catalog are indicated by an asterik(*).

I.	BEHAVIORAL SCIENCES	BEHAV*
	Psychology	PSYCO*
	Sociology	SOCIO*
II.	BIOLOGICAL SCIENCES	BIOSC*
	Anatomy	ANAT*
	Biochemistry	BIOCH*
	Bioengineering	BIOEN
	Genetics	GENET
	Immunology	IMMUN*
	Microbiology	MICRO*
	Pharmacology	PHARM
	Physiology	PHYSO*
III.	CLINICAL SCIENCES	CLSCI
	A. Allied Health Specialties	ALHSP
	Audiology	AUDIO
	Dentistry	DENT
	Library Sciences	LIBSC
	Medical Technology	MEDTK*
	Nutrition	NUTRI*
	Occupational Therapy	OCCRX
	Physical Therapy	PHYRX
	Radiation Technology	RADTK
	B. Medical Specialties	MEDSP
	Dermatology	DERM
	Family Medicine	FAMPR
	Gerontology	GERON*
	Internal Medicine	MED*
	Clinical Tutorial	CLTUT
	Neurology	NEURO
	Obstetrics-Gynecology	OBGYN

Pathology	PATHO
Pathophysiology	PPHYS*
Pediatrics	PEDS
Prevent. Med.	PRMED
Psychiatry	PSYCH
Surgery	SURGY
C. Nursing Specialties	NURSG*
Community Nursing	NUCOM*
Geriatric Nursing	NUGER*
Obstetrical-Gynecological Nursing	NUOBG
Pediatric Nursing	NUPED
Psychiatric Nursing	NUPSY*
Surgical Nursing	NUSGR*
Medical Nursing	NUMED
Medical/Surgical Nursing	NUM/S*
D. Health Care Systems	HCSYS*
Health & Society	HLSOC*
Health Care Administration	HCADM*
Health Care Education	HLCED*
IV. PHYSICAL SCIENCES	PHSCI
Chemistry	CHEM
Medical Physics	MEDPH*
Mathematics	MATH
Statistics	STATS

Course Numbers

A three-digit course number follows the course abbreviation. Courses numbered 300-399 are 3rd year level courses; courses numbered 400-449 are 4th year level courses; courses numbered 450-499 are dual level and may be taken for undergraduate or graduate credit; courses numbered 500-599 are graduate level.

Course Descriptions

The course title is followed by a brief description of course content. At the end of each course description are three hyphenated numbers, e.g., (2-3-3). The first number refers to hours per week in the classroom or seminar; the second to number of hours per week in laboratory or clinical settings; the third to the number of quarter hours of credit.

Independent Study Courses

Students may enroll in an independent study course in any discipline of the University under the direction of the appropriate faculty member with his or her written permission, and the approval of the Office of the Dean.

The course numbers 441 and 591 will be used for INDEPENDENT CLINICAL STUDY with the appropriate discipline prefix.

The course numbers 449 and 599 will be used for academic INDEPENDENT STUDY with the appropriate discipline prefix.

Introduction of New Courses

Upon approval of the faculty, new courses not listed in the catalog may be listed as SPECIAL TOPICS under the appropriate discipline prefix and the numbers 300, 400 or 500 to indicate the level of offering. The topic covered will be listed on the student's academic record.

COURSE OFFERINGS

ANATOMY

ANAT 461 *Neurobiology.* An introduction to the morphology and function of the human nervous system. Prerequisite: permission of instructor. (2-0-2)

ANAT 561 *Neurobiology.* Same as ANAT 461 with additional laboratory experience including brain dissection. (2-4-4)

BEHAVIORAL SCIENCE

BEHAV 301 *Advanced Behavioral Science I.* Advanced behavioral science content and methodology with emphasis on health care issues. Personality, sociocultural and biological systems are examined and their contributions to health – illness behavior discussed. Behavioral research strategies are introduced. A focus on human development provides the context for the study of health issues. (4-0-4)

BEHAV 381 *Research Methodology.* Methods for theory construction and theory testing. Hypotheses and concept development, operationalization and measurement, sampling, research designs, observational methods, scaling and analysis data. (3-0-3)

BEHAV 401 *Advanced Behavioral Science II.* Primary focus is social theory as it applies to the delivery of health care. Problems of individual deviance and social maladjustment, family and group process, community health issues, and demographic factors in illness are covered. Prerequisite: BEHAV 301. (4-0-4)

BEHAV 501 *Behavioral Dynamics.* Selected topics provide the basic concepts of intra- and inter-personal behavioral dynamics. The course is designed to aid the clinical specialist or nurse practitioner in understanding the emotional needs of both psychiatric and non-psychiatric patient populations and to guide staff intervention in meeting these needs. Topics include developmental changes with age; socialization and resocialization; personal adjustment mechanisms in stress, conflict, and anxiety; group dynamics and leadership. (4-0-4)

BIOCHEMISTRY

BIOCH 301 *Basic Biochemistry.* A lecture course designed as an intensive introduction to biochemistry. Emphasis is on descriptive chemistry of the main classes of biochemical compounds and metabolic processes in the

human organism, and changes associated with disease processes. Prerequisite: one year general chemistry, one course organic chemistry. (4-0-4)

BIOCH 401 *Clinical Chemistry I.* The analytical and biochemical basis of methods used for chemical analysis of body fluids, as related to diagnosis and treatment of disease. Topics discussed include blood sugar, carbohydrate tolerance tests, renal function tests, plasma electrolytes, blood gases, proteins, enzymes and cholesterol. Critical evaluation of methods is emphasized. Prerequisite: BIOCH 301 or equivalent. (3-0-3)

BIOCH 411 *Clinical Chemistry I Lab.* Experiments designed to instruct students in the quantitative analysis of clinically important metabolites. Emphasis is placed on accuracy, quality control and fine technique. Manual methods are stressed, with a variety of methods and instruments used. The student learns to apply error theory and statistics in interpreting and evaluating results. Corequisite: BIOCH 401. (0-8-2)

BIOCH 421 *Clinical Chemistry II.* A continuation of Clinical Chemistry I, covering additional tests and topics: lipids, special proteins, chemical hematology, vitamins, biogenic amines, elementary toxicology, liver and thyroid function tests and steroid methods. Principles underlying automated and computer application methods will be discussed. Prerequisite: BIOCH 401. (3-0-3)

BIOCH 431 *Clinical Chemistry II Lab.* Continuation of BIOCH 411. Time will be equally divided between learning more advanced procedures in a teaching laboratory and applications of procedures in the automated clinical laboratory of the hospital. Corequisite: BIOCH 411. (0-10-2)

BIOCH 451 *Biochemistry I.* The chemistry and metabolism of biologically important compounds, mechanisms through which organisms derive energy from these processes, mechanisms for control of metabolic events, and reproduction on the molecular level, including genetic coding and DNA replication, are studied in lectures and tutorials. (4-0-4)

BIOCH 452 *Biochemistry II.* Continuation of BIOCH 451. (4-0-4)

GERONTOLOGY

GERON 461 *Physiology of Aging.* A survey of theories of physiological aging, the influence of heredity and environment on the aging process and death, in relation to world ecology. Included is an exploration of the normal process of aging of cells and tissues and changes in metabolism and function. (2-0-2)

GERON 462 *Observable Stress in the Elderly.* Using both the physiological and psychosocial dimensions of stress as a conceptual framework, sensory deprivation and/or overload will be examined as one of the stresses to which the institutionalized elderly are frequently subjected. Reality orientation and attitude therapy will be investigated as two recognized means of assisting the institutionalized elderly to cope with an excess or lack of sensory stimulation resulting in confusion. (2-0-2)

GERON 463 *Rehabilitation of the Aged.* Methods of physical rehabilitation of the aged, and emotional/social rehabilitation of the aged and significant others are studied. The student is prepared to form realistic

goals regarding the continuance/return of the aged to their home and society. (2-0-2)

HEALTH CARE ADMINISTRATION

HCADM 301 *Health Care Management.* Organizational design and managerial processes of planning, organizing, directing and controlling, as well as the dynamics of managerial jobs are studied. Emphasis is on management strategies and techniques in the area of health care delivery. (3-0-3)

HCADM 312 *Supervisory Management.* The supervisor as a manager functioning in an environment of legal and social change. Basic managerial concepts are covered as they apply to a health care setting. Fair Employment Practices, health and safety, unions, training and other managerial topics are discussed. (2-0-2)

HEALTH CARE SYSTEMS

HCSYS 401 *Health Systems.* A survey of health care delivery systems with emphasis on issues of quality assurance in the practice of nursing. Legal and ethical considerations are examined and include the study of clinical problems. Concepts studied include roles, leadership, organization, professionalization and systems theory. Offered Winter Quarter 1976. Prerequisite: BEHAV 401. (4-0-4)

HCSYS 521 *Systems of Health Care I.* Seminar course in the study of the health care delivery system in the U.S. Particular emphasis on identifying historical forces which have shaped the current system for health care; the organization of the hospital and the medical center; current manpower roles in health care; and the current issues that face the health system today. Discussion will also focus on external forces and controls that substantially affect the health care system. Students will be expected to write a research paper and present it orally to the class. (2-0-2)

HCSYS 522 *Systems of Health Care II.* Continuation of HCSYS 521. (2-0-2)

HEALTH CARE EDUCATION

HLCED 451 *Perspectives in Clinical Teaching.* Seminar in teaching strategies, including theoretical basis, mode of presentation, and application in clinical settings. Exploration of contemporary educational issues and models and their implications for the practitioner/teacher. Emphasis is on creation of innovative and flexible teaching styles in various clinical areas. (3-0-3)

HLCED 454 *Development of Instructional Media.* The media as arts of communication. A survey of communication theory and its relationship to the communication process. Utilizing various instructional media, students design a program of instruction relating to some aspect of the health professions. (2-0-2)

HEALTH AND SOCIETY

HLSOC 454 *Health in the Developing Nations.* A recognition that all nations are in a stage of development. Special emphasis will be placed on

the problems and resources which affect health care in the less developed nations. (2-0-2)

HLSOC 461 *Old Age and Health Care – A Sociological Perspective.* An examination of the social, cultural and political aspects of aging with focus on changing roles and living styles of the aged. Emphasis on the health care system in relation to the above variables, and exploration of strategies for improving the health care of the aged. (2-0-2)

IMMUNOLOGY

IMMUN 301 *Basic Immunology.* An introduction to the basic concepts and terminology of immunity including development, structure and function of the lymphoid systems, the basis of antigenicity, antibody structure, methods of detection and measurement, mechanisms of cellular immunity, white cell function, hypersensitivity reactions, the complement system, and mechanisms of immune suppression and tolerance. (3-0-3)

IMMUN 402 *Clinical Immunology.* Clinical and applied immunology, as it relates to immunologic processes in various disease states, blood bank and histocompatibility testing. The use of immunology as a diagnostic, prognostic and therapeutic aid is studied. Prerequisite: IMMUN 301. (3-0-3)

IMMUN 412 *Clinical Immunology Lab.* An introductory laboratory course covering basic techniques of agglutination, precipitation, immunofluorescence, radioimmunoassay, cellular separation, assay methods, and techniques specific to blood banking. Prerequisite: IMMUN 402. (0-6-2)

INTERNAL MEDICINE

MED 301 *Hematology I.* Study of normal hematopoiesis including development, metabolism and function of red cells, white cells and platelets and an introduction to the various associated hematologic disorders. (2-0-2)

MED 311 *Hematology I Lab.* Laboratory experiences dealing with basic routine tests performed in a clinical hematology laboratory, such as manual and simple automated cell counting, hemoglobin determination, hematocrit determination and differential counting with emphasis on normal cells. Includes experience in blood collection technique. Corequisite: MED 301. (0-9-3)

MED 401 *Urinalysis.* Study of the principles and application of tests, including microscopic identification of formed and unformed components of urinary sediment. (1-3-2)

MED 425 *Hematology II.* Same as PPHYS 525. Includes review of normal hematopoiesis and an in-depth study of the various hematologic disorders, their causes, clinical features, and significant related laboratory data and treatment. Prerequisite: MED 301, 311. (3-0-3)

MED 435 *Hematology II Lab.* In-depth study of abnormal cell morphology in the bone marrow and peripheral blood and its relationship to various hematologic disorders. Also includes the performance of the more specialized hematologic techniques such as osmotic fragility, special stains. Corequisite: MED 425. (0-6-2)

MEDICAL PHYSICS

MEDPH 311 *Medical Physics I.* Basic physical principles applied to medical science, particularly to the function of the human body. Includes body mechanics; strength of material and level systems; sound and process of hearing; thermal dynamics and the body; light optics and visions; electricity and the body; radiation and the body. (4-0-4)

MEDPH 321 *Medical Physics II.* Application of the principles of optics, electricity, radiation, electronics to laboratory instrumentation. Prerequisite: MEDPH 311. (3-0-3)

MEDPH 322 *Medical Physics II Lab.* Corequisite: MEDPH 321. (0-3-1)

MEDICAL TECHNOLOGY

MEDTK 401, 402, 403 *Practicum in Medical Technology I, II, III.* Clinical application of basic medical technology skills and advanced methodology. Rotation through clinical areas of the hospital over a period of three quarters. (0-15-5)

MEDTK 412 *Seminar in Medical Technology.* Discussion of current topics in medical technology and associated fields. Students present case studies. (2-0-2)

MICROBIOLOGY

MICRO 311 *Diagnostic Bacteriology.* Special emphasis on diagnostic procedures employed in the Clinical Bacteriology Laboratory such as specimen collection, isolation and identification of medically important bacteria. Antibiotic sensitivity testing and determination of antibiotic levels in serum are studied. (3-0-3)

MICRO 312 *Diagnostic Bacteriology Lab.* Laboratory exercises in diagnostic procedures of isolation and identification of medically important bacteria. Developing proficiency is stressed. Corequisite: MICRO 311. (0-6-2)

MICRO 411 *Special Microbiology.* This course provides clinical background in mycology, parasitology and virology. Emphasis is on the diagnostic procedures utilized in the laboratory. Prerequisite: MICRO 311 (3-0-3)

MICRO 421 *Special Microbiology Lab.* Lab consists of isolation and identification of medically important fungi, and slide preparation, and identification of parasites. Diagnostic tests for virology are also included in this course. Prerequisite: MICRO 312, Corequisite: MICRO 411 (0-6-2)

NURSING – GERIATRIC

NUGER 511 *Nursing Seminar and Practicum I.* Seminar and Practicum in Geriatric Nursing and sub-specialties such as oncology or cardiovascular diseases. Seminar focuses on nursing problems in geriatrics, with discussion of theories, clinical approaches and research findings.

The Practicum includes study and observation of the role of the clinical specialist, and experience with patients to prepare for practice as a clinical specialist in geriatric nursing. Students may select field experiences in

different settings available in the Rush network, either in primary, secondary, or tertiary care centers. (Experiences vary — 7 credits)

NUGER 512 *Nursing Seminar and Practicum II.* Continuation of content covered in NUGER 511. (Experiences vary — 6 credits)

NUGER 521 *Gerontological/Geriatric Internship.* Designed to allow the student to gain maximum experience in providing expert nursing care for aging adults. The student is given line responsibility and accountability for his or her case load and is under close supervision of experienced practitioners in the field. The course provides the student an opportunity to operationalize in the "real world" strategies for sound health care explored and developed in the preceding course work. (12 credits)

NUGER 591 *Independent Clinical Study.* Intensive independent study in geriatric nursing (variable credit).

NURSING — MEDICAL/SURGICAL

NUM/S 511 *Nursing Seminar and Practicum I.* Seminar and Practicum in Medical/Surgical Nursing, and the subspecialties such as oncology and cardiovascular diseases. Seminar focuses on nursing problems with discussion of relevant theories, clinical approaches and research findings. The practicum includes study and observation of the role of the clinical specialist, and experience with patients to prepare for practice as a clinical specialist in the particular specialty area. Students may select field experiences in settings available within the Rush network; either in primary, secondary, or tertiary care centers. Clinical experiences may focus on different age groups. (Experiences vary — 7 credits)

NUM/S 512 *Nursing Seminar and Practicum II.* Continuation of content covered in NUM/S 511. (Experiences vary — 6 credits)

NURSING — PSYCHIATRIC

NUPSY 511 *Nursing Seminar and Practicum I.* Seminar and Practicum in Psychiatric Nursing. Seminar focuses on nursing proglems with discussion of relevant theories, clinical approaches and research findings. The practicum includes study and observation of the role of the clinical specialist, and experience with patients to prepare for practice as a clinical specialist in psychiatric nursing. Students may select field experiences in different settings available within the Rush network; in primary, secondary, or tertiary care centers. Clinical experiences may focus on different age groups. (Experience vary — 7 credits)

NUPSY 512 *Nursing Seminar and Practicum II.* Continuation of content covered in NUPSY 511. (Experiences vary — 6 credits)

NURSING — GENERAL

NURSG 301, 302, 303 *Psychomotor Skills Lab I, II, III;* 401, 402, 403 *Psychomotor Skills Lab IV, V, VI.* Students perform basic nursing activities in simulated settings. Instructor supervision and various auto-tutorial media are utilized. Course activities in the six quarter sequence facilitate the achievement of objectives of science lectures and their associated seminar and practicum courses. Skills specific to each clinical department are practiced. Pass/No Credit grades used. One credit each course. (0-3-1)

NURSG 311 *Seminar and Practicum I.* Application of selected behavioral science concepts to nursing practice. Practitioner/teachers involved in the care of children, adolescents, adults, and their families demonstrate care and guide students in the socio-behavioral elements of primary, secondary and tertiary nursing intervention. The processes of problem solving, client education, health promotion and inter-personal dynamics are studied. Corequisite: BEHAV 301 (4-12-8)

NURSG 312 *Seminar and Practicum II.* Application of biological science (physiology) to nursing practice. Students are assigned to various clinical settings where they put into practice knowledge acquired in science lectures. Weekly seminars are the points at which science is made applicable to nursing practice. Nursing principles and rationale are stressed. Corequisite: PHYSO 311. (3-15-8)

NURSG 313 *Seminar and Practicum III.* Application of biological science (pathophysiology) to nursing practice. Students are assigned to various clinical settings where they put into practice knowledge acquired in lectures. Weekly seminars stress nursing principles and rationale and are the points at which science is made applicable to nursing practice. Corequisite: PPHYS 401. (3-15-8)

NURSG 323 *Heritage of Nursing.* Study of the contributions and influences of nursing and nursing leaders with consideration of the social and cultural eras in which they lived. Emphasis is placed on those contributions and influences which advanced nursing and on trends and issues that influence the individual and the nursing profession. (2-0-2)

NURSG 411 *Seminar and Practicum IV.* Application of behavioral science to nursing practice. The major focus of the course is the in-depth utilization of behavioral science concepts in relating to clients. Interpersonal communications, understanding health systems, professional growth, and interpersonal intervention processes will be studied and practiced. Prerequisite: NURSG 311, 312; Corequisite: BEHAV 401. (4-12-8)

NURSG 412 *Seminar and Practicum V.* Application of science to nursing practice within a health care delivery system. Professional roles, leadership, systems theory, professionalization and organization are examined in seminar and applied in clinical settings. Students at this level are expected to view themselves as applied scientists within a health care system in relationship to other members of the health care team. Corequisite: HCSYS 401. (4-12-8)

NURSG 413 *Seminar and Practicum VI.* Application of science to nursing practice in a chosen clinical setting. The seminar acts as a forum for students to present their experiences as applied scientists in a clinical nursing area. Nursing responsibility is assumed in this final quarter practicum. Corequisite: NURSG 431 (3-15-8)

NURSG 431 *Concentrated Clinical Studies.* Student has choice of a clinical area for in-depth learning. Student contracts for a combination of formal, tutorial or self-directed study. (4 credits)

NURSG 441 *Independent Clinical Study.* Intensive independent study in a clinical area of nursing. (Variable credit)

NURSG 544 *Clinical Assessment for Nursing Practice.* Health status evaluation of patients as practiced by the clinical nurse specialist. Course includes: Identification and practice of specific data collection mechanisms and techniques; relating data collection to patient's psychosocial and biophysiologic development; assessing patient status through inspection, palpation, ausculation. Attendance required at all lectures; use of psychomotor skills lab expected. Prerequisite: Graduate level Seminar and Practicum I. (4-1-4)

NURSG 449 *Independent Study.* Student contract with nursing faculty for independent academic study in an area of nursing. (Variable credit)

NURSG 583 *Clinical Investigation I.* A seminar course based on the philosophy of science. The central aim of the course is to provide a basis for the utilization of the methods of science in nursing practice. Content includes introductory statistics, research methodology, and ethical and legal considerations in clinical research. Prerequisite: Introductory Statistics. (2-0-2)

NURSG 584 *Clinical Investigation II.* A continuation of NURSG 583. Prerequisite: NURSG 583. (2-0-2)

NURSG 591 *Independent Clinical Study.* Intensive independent study in a clinical area of nursing. (Variable credit)

NURSG 599 *Independent Study.* Student contract with nursing faculty for independent academic study in an area of nursing. (Variable credit)

NUTRITION

NUTRI 455 *Ecology of Nutrition.* The sociological, psychological, economic, political, and cultural factors which affect the intake of required nutrients observed on a global basis. Ecological imbalance, nutritional diseases, and their long-term ramifications on the individual and his world are studied in detail. (3-0-3)

NUTRI 461 *Nutrition, Growth and Development.* Examination of the development of metabolic and physiologic functions with primary consideration of mechanisms for the regulation of these events. The role of diet in these processes and in the determination of later functional capability is emphasized. (4-0-4)

NUTRI 465 *Ecology of Malnutrition in Urban Industrial Populations.* The epidemiologic approach to the study of malnutrition. Poverty, its broad meaning and implications. Social and psychological correlates of malnutrition. (3-0-3)

NUTRI 501 *Nutritional Interrelationships I.* A study of the dynamic interaction between the animal and its environment, particularly the diet. Chemical and metabolic phenomena involved in the development and maintenance of the mammalian organism. Regulation as a means of adaptation. Emphasis on understanding requirements for specific nutrients in individuals and populations, evaluation of food intakes and dietary habits, and on nutritional needs during pregnancy and lactation, growth and maturation, and disease. (3-0-3)

NUTRI 502 *Nutritional Interrelationships II.* Continuation of NUTRI 501. (3-0-3)

NUTRI 511 *Seminar and Practicum I.* Discussion of nutritional status assessment, and three hours of clinical work per week. Nutrition self study will be used to teach many of the principles of nutritional assessment – dietary history, biochemical data and physical signs. (1-3-2)

NUTRI 512 *Seminar and Practicum II.* A series of lectures and case presentations in which disease and its relation to nutritional status are discussed with application to patient care. 12-15 hours of clinical practice per week involve responsibility for assessments, planning, implementation and evaluation of nutritional care. (3-12-7)

NUTRI 513 *Seminar and Practicum III.* Continuation of NUTRI 512. Prerequisite: NUTRI 512. (3-12-7)

NUTRI 521 *Special Topic in Nutrition.* Series of in-depth seminars covering topics of interest not completely covered in other courses. Example: total parenteral nutrition. (2-0-2)

NUTRI 531 *Seminars in Nutrition.* Student presentations of recent literature. (Variable credit)

NUTRI 555 *Ecology of Nutrition.* Same as NUTRI 455. Reserved for Clinical Nutrition students. Students prepare lectures and assist in their presentation for NUTRI 455. (3-3-4)

PHYSIOLOGY

PHYSO 311 *Advanced Physiology.* Focus is on the normal physiological functioning of the human body. Organs, organ systems, cellular and reproductive physiology are discussed at length. Prerequisite: Courses in Human Anatomy and Physiology. (4-0-4)

PHYSO 451 *Physiology I.* Comprehensive physiology course covering all of the major organ systems. A conceptual approach to understanding of physiological functions is developed. Emphasis is placed on utilization of facts in problem solving. (4-0-4)

PHYSO 452 *Physiology II.* Continuation of PHYSO 451. Prerequisite: PHYSO 451. (4-0-4)

PHYSO 511 *Nutritional Physiology.* Same as PHYSO 311 with additional study of nutritional applications. (6-0-3)

PATHOPHYSIOLOGY

PPHYS 401 *Pathophysiology.* Extensive overview of common pathophysiological processes and syndromes. Pathogenesis and symptoms of frequently occurring diseases presented using the organ systems approach. Prerequisite: PHYSO 311. (4-0-4)

PSYCHOLOGY

PSYCO 454 *Physiological Psychology.* A survey of gross and microscopic neuroanatomy, neurophysiology, and endocrinology. Includes group dissection of representative mammalian brains and demonstrations of the behavioral consequences of lesions and stimulation in the central nervous system and endocrine system. Same as PSY 414 at Illinois Institute of Technology. (4-0-4)

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